

The psychological well-being of teachers in South Africa: A critical review

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SUMMARY

The psychological well-being of teachers in South Africa: A critical review.

Keywords: Critical review, mental well-being, psychological well-being, South Africa, teachers.

The education sector in South Africa has undergone a significant transformation since the first democratic election in 1994. This resulted in educational reform and the inclusion of quality basic education as a constitutional right of all South Africans. However, education in South Africa remains in a state of transformation, and various challenges still prevent the realisation of quality education for all South Africans. Teachers, as central role players in the South African education sector, are under substantial occupational stress, and research has shown that if the occupational stress associated with the teaching profession is not mediated, it can adversely affect teachers' psychological well-being – thereby affecting the provision of quality education.

When considered from an integrative perspective, psychological well-being is a multidimensional construct that includes individuals' thoughts, feelings, and behaviour as manifested in various life domains. Teacher psychological well-being has far-reaching implications and, therefore, necessitates a thorough understanding thereof. A critical review research study has been conducted in order to determine what has been found in the available scientific literature regarding teachers' psychological well-being within specifically the South African context and to identify possible areas for future research.

The data collected for this critical review research study were identified by following a systematic approach that ultimately resulted in the inclusion of six research studies that met the requirements of scientific rigour following the quality appraisal. Thematic analysis was used to identify recurrent themes in the extracted data. This resulted in the identification of five themes: teaching as a stressful occupation; intrapersonal factors that affect teachers' psychological well-being; contextual factors that affect teachers' psychological well-being; differences in levels of

teacher psychological well-being; and the consequences of high or low levels of teacher psychological well-being.

This critical review provides an appraisal, synthesis, and importantly, examination and presentation of the contribution of the scientific literature on teachers' psychological well-being currently available within the South African context. The research study further sheds light on the topic and has led to the identification of possible future research directions. The research study reveals that the stressful nature of the teaching profession may affect teachers' psychological well-being, which can then affect teachers' mental and physical health and, ultimately, the provision of quality basic education in South Africa.

PREFACE

- This mini-dissertation follows the stipulated guidelines for the article format in accordance with the academic rules of the North-West University.
- This mini-dissertation further adheres to the guidelines of the American Psychological Association (APA), seventh edition. Section 2 was compiled in line with the guidelines of the *Journal of Psychology in Africa* (see remark below).
- The article (see Section 2) will be submitted to the *Journal of Psychology in Africa* for possible publication.
- Ethical approval was granted to conduct this research study (see Appendix A).
- This mini-dissertation was copy edited by Doctor Hoffman, a qualified copy editor registered at the South African Translators Institute (see Appendix B).
- The pages of the mini-dissertation are numbered chronologically, starting on page 1 (see Section 1) and ending on page 105 (see Appendix B).
- The submission of this mini-dissertation for examination purposes (in fulfilment of the requirements for the master's degree in Clinical Psychology) was approved by the researcher's research supervisor, Professor Werner de Klerk (see Permission Letter from Supervisor).
- The mini-dissertation was submitted to Turn-it-in.

DECLARATION

I, Anneke Fourie, declare that this research study, *The psychological well-being of teachers in South Africa: A critical review*, is initial work done by myself. This research study serves in the partial fulfilment of my master's degree in Clinical Psychology done at the North-West University in Potchefstroom. This work has never been submitted for examination. The necessary consent of all relevant parties has been given to conduct the research study, and throughout this mini-dissertation, the required acknowledgement has been given to all reference material.

STRUCTURE OF MINI-DISSERTATION

This mini-dissertation includes three sections. Section 1 provides a literature overview that aims to orientate the reader by providing the relevant information regarding the structure and components of this research study (pp. 1-32). Section 2 is a presentation of the article. This includes the methodology employed, the findings of the research study, a discussion of the findings, as well as the limitations thereof, and the conclusion of the research study (pp. 33-76). Lastly, Section 3 provides a critical reflection of the primary researcher's experience of conducting this research study and subsequently producing this mini-dissertation (pp. 77-87).

SECTION 1: OVERVIEW

Introduction

Section 1 provides a literature overview that aims to orientate the reader by providing relevant information regarding the structure and components of this research study. It consists of an overview of basic education in South Africa, psychological well-being (PWB) and, more specifically, teacher PWB. Section 1 further includes the problem statement, the methodology employed in this research study, and a discussion of ethics and rigour.

Basic Education in South Africa

One looks back with appreciation to the brilliant teachers, but with gratitude to those who touched our human feelings. The curriculum is so much necessary raw material, but warmth is the vital element for the growing plant and for the soul of the child. (Carl Jung – retrieved from Development of Personality, 1943).

Following the first democratic election in 1994 and the rise of the African National Congress, South Africa experienced significant societal and political transformation, which resulted in the transformation of the education sector (Crouch & Hoadley, 2018; Van der Berg & Hofmeyr, 2018). Despite being accompanied by various successes, this transformative process has not been without its challenges (Van der Berg & Hofmeyr, 2018). After more than two decades of democracy and despite the high expenditure on basic education, the South African education system is still consistently ranked as one of the world's poorest (Cameron & Naidoo, 2018; Roodt, 2018; Van der Berg & Hofmeyr, 2018). Modisaotsile (2012) and Iwu et al. (2013) emphasise that the South African education system is in a crisis. Roodt (2018) more recently confirmed this sentiment.

Before 1994 and the transformation of education in South Africa, the *Bantu Education Act* of 1953 resulted in education being characterised by inequality, segregation, and

discrimination (Van der Berg & Hofmeyr, 2018). During this time in the history of the country, there were four separate education systems based on race, resulting in the unequal distribution of resources and, ultimately, an unequal education system (Legotlo, 2014). It was only after the 1994 election and the subsequent political changes in South Africa that the characteristic “race-based education system” was dismantled (Van der Berg & Hofmeyr, 2018, p. 2). This followed the recommendations made by the first *White Paper on Education and Training* (Department of Basic Education [DBE], 1995), along with the Hunter Report, which served as the basis of the *South African Schools Act* 84 of 1996 (Legotlo, 2014). The *South African Schools Act* emphasises the need for educational transformation to provide quality education to all South African citizens (Legotlo, 2014), as is their lawful right in accordance with the Bill of Rights in the *Constitution of the Republic of South Africa* (1996) (Marishane, 2017).

According to Spaul (2015), “quality education can be defined as the acquisition of the knowledge, skills and values that society deems valuable – usually articulated in the curriculum” (p. 34). Educational reform, along with curriculum transformation, has thus been the primary focus of the education sector in South Africa (Gumede & Biyase, 2016) to ensure the development of an education system that provides quality basic education to all South Africans. The importance thereof lies in the fact that quality basic education plays a large role in alleviating poverty, which is a major challenge faced within the South African context (Spaul, 2015).

The transformation of education in South Africa has since been ongoing, and according to Zewotir and North (2011), education in South Africa remains “in a state of transformation as the government embarks on a process of grappling with legacies of the past, whilst balancing risks and opportunities for the future” (p. 1). However, despite progress having been made in terms of curriculum, legislative, and policy development, challenges in terms of quality education are still evident in post-apartheid South Africa (Gumede & Biyase, 2016).

Various factors contribute to the current poor state of education (Maddock & Maroun, 2018). Legotlo (2014) classifies the challenges faced by the South African education sector into three primary categories: resource issues, staff-related issues, and school learner issues. Accordingly, challenges such as violence in schools, high dropout rates, late coming, absenteeism, and truancy, difficulties in terms of the implementation of the curriculum, poor results in literacy and numeracy, the underperformance of teachers, the lack of proper school governance, insufficient community support, politics in schools, corruption, and other socio-economic issues are evident within the South African context (Mouton et al., 2013). A recent report by Amnesty International (2020) further identifies poverty, inequality, poor educational outcomes, language barriers, inadequate infrastructure, unsafe learning environments, overcrowding, teacher shortages, and increased teacher workloads as challenges faced by education in South Africa. As a result, many South African teachers are tasked with working in dysfunctional schools (Mbulaheni et al., 2017).

The importance of addressing dysfunctional schools lies in the fact that education plays a crucial role in nation building and, specifically, building a brighter future for all South Africans (Legotlo, 2014). According to Modisaotsile (2012), “a good education system is crucial, not only for ensuring that the citizenry are well educated; but also for human development and the maintenance of socially responsive economic and political systems” (p. 1). The role of teachers in building the future of South Africa is central (Mankin et al., 2018; Van der Berg et al., 2011).

South Africa boasts approximately 437 449 qualified teachers, of which roughly 400 000 are employed in public schools across the country (DBE, 2021). However, according to Macha and Kadakia (2017), the educational challenges in South Africa include a shortage of teachers. This shortage may, in part, be explained by difficulties in the recruitment and retention of teachers due to teachers leaving the education sector (Amnesty International, 2020). Research

indicates that teacher morale, or rather the lack thereof, and teacher stress, burnout, and attrition are challenges adversely affecting education in South Africa (Legotlo, 2014; Mlambo & Adetiba, 2020). These challenges are caused by various factors, such as increasing organisational demands, long working hours, low salaries, poor working conditions, and increasing difficulties in working with society's challenging youth (Legotlo, 2014; Mlambo & Adetiba, 2020; Voss & Kunter, 2018). Research indicates that the occupational stress associated with the teaching profession can, if not appropriately mediated, lead to decreased teacher PWB, which may pose a threat to the provision of quality basic education (Brouskeli et al., 2018; Özü et al., 2017; Turner & Thielking, 2019).

Psychological Well-Being

The World Health Organisation [WHO] (2020) defines health as “a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity” (p. 1). Accordingly, mental health is defined as “a state of well-being in which the individual realises his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community” (WHO, 2018, para. 2). Health is, therefore, viewed as an important form of human capital, as it has a direct impact on individuals, societies, and economies across the world (Keyes, 2013).

Positive psychology is a relatively new discipline within the broader field of psychology that conceptualises health and mental health in accordance with the holistic definitions provided by the WHO (2018, 2020). Prior to the development of positive psychology, the field of psychology was primarily focused on treating pathology and thus largely relied on the disease model (Seligman, 1998, 2002). The conceptualisation of health and mental health in psychology was, therefore, not in line with the holistic definitions thereof provided by the WHO (2018, 2020). This caused an imbalance in the view of human functioning as psychology's

preoccupation with pathology left little room for identifying and building individuals' strengths and virtues (Seligman, 1998, 2002). Positive psychology thus represents a change from the disease-focused model and instead includes a focus on individuals' strengths (Seligman, 1998, 2002). As a pioneer in the field, Seligman (1998), in his presidential address to the American Psychological Association, stated that the building of human strengths had been neglected following World War II; it was once again necessary to acknowledge individuals' strengths and virtues. Positive psychology is formally defined in the *Positive Psychology Manifesto* as “the scientific study of optimal human functioning”, and it stresses that “it aims to discover and promote the factors that allow individuals and communities to thrive” (Sheldon et al., 2000, p. 1).

According to Wissing (2014a), positive psychology found its way to South Africa and prompted the creation of a new subdiscipline of psychology referred to as “psychofortology”, which refers to “the science of psychological strengths” (p. 4). Psychofortology draws from the earlier work of Antonovsky (1987) in that it defines health holistically and not merely as the absence of disease. Within this burgeoning field, psychofortology and PWB, as opposed to psychopathology and psychological dysfunction, continue to receive increasing research attention (Wissing, 2014a). Accordingly, MacIntyre et al. (2019) contend that positive psychology provides a valuable perspective to conceptualise PWB. Therefore, PWB will be conceptualised from a positive psychology perspective for this critical review research study.

Within positive psychology, the concept of well-being has been defined and conceptualised by various authors and from different, dichotomised perspectives known as the “hedonic and eudaimonic perspectives” (Wissing et al., 2019, p. 7). From the hedonic perspective, well-being is conceptualised as subjective and emotional well-being (i.e. feeling good) and relates to happiness, pleasure, and satisfaction (Keyes, 2013; Turban & Wan, 2016;

Wissing et al., 2019). Subjective well-being entails satisfaction with life and higher positive than negative affect (Guse, 2014). Conversely, the eudaimonic perspective proposes that well-being is related to meaning and purpose, thereby relating to social and psychological well-being (i.e. functioning well) (Keyes, 2013; Turban & Wan, 2016; Wissing et al., 2019). Eudaimonic well-being is associated with constructs such as authenticity, personal growth and realisation, vitality and zest for life, flow, self-regulation, mindfulness, and living a life of meaning and purpose (Potgieter & Botha, 2014).

According to Delle Fave et al. (2011), “the dichotomisation of well-being into hedonic and eudaimonic perspectives has raised a fruitful debate within positive psychology” (p. 187). Recently, researchers contended that both the hedonic and the eudaimonic conceptualisations of well-being meaningfully contribute to understanding the concept of well-being as a whole (Pancheva et al., 2020; Sheldon et al., 2019). Building on Ryff’s (1989, 1995) earlier work, Keyes’ (2002, 2013) mental health continuum offers such an integrated perspective and includes both hedonic and eudaimonic well-being components. In terms of eudaimonia, Keyes (2002, 2013) concurs with Ryff (1989, 1995) and conceptualises PWB as consisting of six components: self-acceptance, positive relations, autonomy, environmental mastery, purpose in life, and personal growth. PWB can be understood as a “process that leads to the sustained fulfilment and/or realisation of an individual’s full potential” (Keyes, 2013, p. 37). High levels of PWB are thus related to optimum functioning and flourishing, whereas low levels of PWB are related to poor function and languishing (Ryff, 2018; Wissing et al., 2019).

In the multicultural South African context, Wissing and Temane (2008) developed a hierarchical model of general PWB, which, similarly to Keyes’ (2002, 2013) mental health continuum, offers an integrated perspective on PWB. Wissing and Temane (2008) draw from the hedonic perspective of well-being the concepts of life satisfaction and affect. From the

eudaimonic perspective, the concept of coherence is incorporated (Wissing & Temane, 2008). From this integrative perspective, PWB is thus defined as “multidimensional in nature and includes components of affect, cognition and behaviour manifesting in domains of life such as intra- and interpersonal, social and contextual, love and work” (Wissing, 2014b, p. 165). This then is the definition of PWB used for this critical review research study, as it is highly relevant to the diverse South African context (Wissing, 2014b). Furthermore, it draws from both the hedonic and eudaimonic perspectives on well-being, thereby providing a comprehensive, integrated view of PWB (Wissing, 2014b).

Teacher Psychological Well-Being

Research on PWB is plentiful, and within the educational context, deficits in teachers’ PWB receive much attention from researchers, resulting in literature largely focusing on concepts such as stress, coping, burnout, and teacher attrition (Brouskeli et al., 2018; Özü et al., 2017; Turner & Thielking, 2019). In South Africa, it is clear from the available research that teachers face various challenges that may adversely affect their well-being (Wessels & Wood, 2019). This is largely due to the stressful nature of the teaching profession (Daniels & Strauss, 2010).

A study conducted by Wider (2016) found that the occupational stress teachers are exposed to may have a negative impact on their PWB. The relationship between high occupational stress and lowered levels of PWB was affirmed by Poormahmood et al. (2017) in a study that concluded that the stressful nature of the teaching profession might be associated with poor PWB and reduced happiness. In this regard, research indicates that the stressful nature of the teaching profession can, if not appropriately mediated, affect teachers’ well-being, thereby increasing their susceptibility to poor mental health outcomes (Daniels & Strauss, 2010; Vesely et al., 2014). As a result, teachers are at an increased risk of developing mental illness when

compared to other professions (Harding et al., 2019; Kidger et al., 2016). Moreover, teacher stress is associated with poor physical health (Bermejo-Toro et al., 2016; Hwang et al., 2017; Katsantonis, 2020; Peral & Geldenhuys, 2016). As a result, teachers have an increased risk of developing pathology (Harding et al., 2019), which may ultimately result in their leaving the profession, thereby negatively affecting the provision of quality education (Vesely et al., 2014).

Due to teachers' central role within the education sector, addressing teacher PWB is of great importance (Mankin et al., 2018; Van der Berg et al., 2011). A study conducted by Kruger (2019) aimed to determine the stance taken by the DBE in terms of teacher well-being and the subsequent role the DBE plays, as an employer, in promoting teacher well-being. The findings of the study indicated that the DBE endeavoured to establish "a relationship of care and a desire to create a well-resourced and safe learning organisation in which teachers can be inspired to grow professionally and personally" and, in turn, expected teachers' "commitment to the aims and objectives of the state" (Kruger, 2019, p. 1). However, despite such efforts, teachers are still faced with challenges such as low motivation and morale, which can partly be explained by teachers' poor compensation, demanding workloads, poor working conditions, regular curriculum changes, and poor school learner discipline (Legotlo, 2018).

Assessing and promoting teachers' PWB are important, as decreased teacher PWB can lead to various adverse outcomes, such as the experience of burnout and, frequently, teacher attrition (Bermejo-Toro et al., 2016; Collie et al., 2015; Hwang et al., 2017; Kim & Burić, 2019; Lever et al., 2017; MacIntyre et al., 2019; McCarthy et al., 2019; Özü et al., 2017; Peral & Geldenhuys, 2016; Schonfeld et al., 2017). Teacher attrition, in particular, is a problem faced in many countries across the world (Roffey, 2012). It affects teachers, school learners, and subsequently, the quality of education, but it also has financial implications and can become costly to deal with (Roffey, 2012).

Research further indicates that teachers' PWB has a substantial impact on almost all teaching activities (Özü et al., 2017). In this regard, teachers' PWB is predictive of positive teacher-learner interactions and, therefore, may affect not only the provision of quality education but also school learners in terms of their self-efficacy beliefs and social skills (Özü et al., 2017). Teacher PWB has also been found to affect school learners' mental health (Özü et al., 2017). Consequently, the importance of teacher PWB is clear as the far-reaching implications thereof are substantial (Collie et al., 2015; Özü et al., 2017).

Vesely et al. (2014) state that "teaching is recognised as one of the most important occupations in contemporary society" (p. 81). Subsequently, various studies have endeavoured to determine how teachers' PWB can be increased (Braun et al., 2019; Özü et al., 2017; Wessels & Wood, 2019). According to Özü et al. (2017), assessing teachers' PWB "is the first step in protecting teachers' mental health and providing them with an environment that helps flourish their professional and personal development" (p. 144). In terms of intervention development, Braun et al. (2019) have found that interventions aimed at cultivating mindfulness may have a positive impact on teachers' well-being, thereby playing a possible role in decreasing teacher burnout. Researchers are thus increasingly acknowledging the importance of gaining an understanding of teacher PWB (Bermejo-Toro et al., 2016) and the importance of assessing (Özü et al., 2017) and promoting teachers' PWB (Braun et al., 2019).

Problem Statement

The occupational stress associated with the teaching profession can, if not appropriately mediated, affect teachers' mental and physical health (Bermejo-Toro et al., 2016; Daniels & Strauss, 2010; Hwang et al., 2017; Katsantonis, 2020; Peral & Geldenhuys, 2016; Vesely et al., 2014). This may increase teachers' risk of developing pathology (Harding et al., 2019) and ultimately contribute to teacher attrition (Vesely et al., 2014). The literature further suggests that

lower levels of teacher PWB often lead to various adverse outcomes that pose severe threats to the provision of quality education (Collie et al., 2015; Özü et al., 2017). Conversely, high levels of PWB in teachers are predictive of positive educational outcomes such as increased teacher commitment and improved school learner outcomes (Turner & Thielking, 2019). Teachers clearly play a vital role in education systems, which means that teacher PWB is important for the achievement of successful outcomes within the education sector (Kaur & Singh, 2019).

Teachers' PWB does, however, also have the potential of affecting school learners more directly and has been found to have an impact on school learners' self-efficacy beliefs, social skills, and mental health (Özü et al., 2017).

As a result, due to the far-reaching implications of teacher PWB, developing a comprehensive understanding thereof is essential (Bermejo-Toro et al., 2016). Therefore, the research questions that guided this critical review research study were as follows: What has been found in the scientific literature regarding teacher PWB within the South African context? What areas for future research can be identified in this regard?

Method of Investigation

The critical review approach (De Klerk & Pretorius, 2019) was employed in this research study, as it allowed the researchers to appraise, synthesise, and most importantly, examine and evaluate the contribution of the scientific literature (see Booth et al., 2016; Carnwell & Daly, 2001) currently available on teacher PWB within the South African context. Therefore, the critical review approach enabled the researchers to provide the reader with relevant information regarding current scientific literature (see Cronin et al., 2008) on teacher PWB in South Africa. This approach further allowed the researchers to shed light on the topic and identify possible future research directions (see Hagger, 2012). In order to conduct the critical review research study, the researchers (Ms Anneke Fourie [primary reviewer] and Prof Werner de Klerk

[secondary reviewer]) followed the seven steps of conducting critical reviews as proposed by De Klerk and Pretorius (2019). This entailed the following steps: Step 1: selecting and defining the review topic; Step 2: identifying sources of relevant scientific literature; Step 3: selecting and deselecting prominent literature; Step 4: data extraction; Step 5: analysing and synthesising extracted data; Step 6: presenting the review findings for discussion; and Step 7: conclusion and recommendations. Due to a lack of formal guidelines for quality appraisal in critical review studies (Grant & Booth, 2009), the analytical framework known as ‘SALSA’ (Search, Appraisal, Synthesis, and Analysis) was used to examine the quality of the currently available literature on teacher PWB within the South African context (Booth et al., 2016; Grant & Booth, 2009).

Step 1: Selecting and Defining the Review Topic

As described by De Klerk and Pretorius (2019), when selecting and defining the review topic, the primary researcher of this research study established the scope of the review and the type of literature to be included in the review, and during this process, made use of reflection to ensure objectivity. The scope of the critical review research study was limited to scientific research published in the last 10 years on the PWB of teachers within specifically the South African context. According to Pautasso (2013), a review study should be focused on the latest advancements and research on the topic of interest for it to be relevant. Therefore, to ensure that only the latest relevant scientific literature was used for this critical review research study, the scientific literature used was not older than 10 years (see Pautasso, 2013). Consequently, the time frame of available scientific literature used for this critical review research study was scientific literature published from 2010 to 2020. In terms of the target population of the research study, the PWB of primary and secondary teachers within the South African context was studied. This was justified by the aim of the research study, which was to synthesise and critically evaluate the current existing body of scientific literature on teacher PWB within the South

African context and, in doing so, identify recurrent themes and directions for future research.

The following types of scientific literature were included: journal studies, peer-reviewed studies, quantitative studies, qualitative studies, mixed-method studies, review studies, doctoral theses, and master's dissertations or mini-dissertations.

Step 2: Identifying Sources of Relevant Scientific Literature

In identifying relevant scientific literature sources, a systematic approach, as suggested by De Klerk and Pretorius (2019), was employed in order to identify peer-reviewed literature that met the requirements of scientific rigour. The primary researcher worked in consultation with a library information specialist (Mr Nestus Venter, North-West University librarian) in order to ensure this. The following identified keywords were used in the search: “psychological well-being”, “mental well-being”, “teachers”, “South Africa”, and “critical review”. In conducting the search, a Boolean search (“AND”, “NOT”, “*”, and “OR”) was employed to identify scientific literature relevant to the research study in the following databases on the website of the North-West University Library: African Journals, NWU-IR, Academic Search Complete, Africa-Wide Information, APA PsycInfo, OAlster, Directory of Open Access Journals, Library Catalogue, SciELO, SocINDEX with Full Text, MEDLINE, ERIC, CINAHL with Full Text, Springer Nature Journals, Teacher Reference Center, SPORTDiscus with Full Text, and Business Source Complete.

Step 3: Selecting and Deselecting Prominent Literature

As suggested by De Klerk and Pretorius (2019), during this step, a variety of factors, including different databases, time ranges, the population of interest (see Step 2: Identifying Sources of Relevant Scientific Literature), and inclusion and exclusion criteria (see Inclusion and Exclusion Criteria), were considered to determine the relevance of the available scientific literature.

Determining Relevance

After conducting the computerised Boolean search using the identified keywords (see Step 2: Identifying Sources of Relevant Scientific Literature), the primary researcher, as suggested by De Klerk and Pretorius (2019), started by reading the titles of the scientific literature in the list of search results. If keywords were present in the title of a search result, that piece of scientific literature was placed into a computerised folder and marked as temporarily included (see De Klerk & Pretorius, 2019). After the titles in the entire list of search results had been read and all the relevant research studies had been placed into the computerised folder, the researcher then proceeded to read the abstracts of the selected research studies in search of keywords of interest (see De Klerk & Pretorius, 2019). If the abstracts of the scientific literature also contained the desired keywords, those documents were placed into a new computerised folder and marked as temporarily included (see De Klerk & Pretorius, 2019). Lastly, the researcher read the full texts of the relevant scientific literature collected into this new folder to ensure their relevance (see De Klerk & Pretorius, 2019). The relevant documents were then sorted into a final folder and marked as included (see De Klerk & Pretorius, 2019).

Inclusion and Exclusion Criteria

Scientific literature in which the PWB of teachers within the South African context has been studied was marked as relevant and included in the review process. Literature wherein the PWB of any other member of society was studied and literature focused on the PWB of teachers outside of the South African context were marked as irrelevant and excluded. Moreover, literature focusing on other aspects of well-being and not specifically PWB was marked as irrelevant and excluded. Lastly, scientific literature published from 2010 to 2020 was included, whereas scientific literature published outside of this time parameter was excluded (see Step 2: Identifying Sources of Relevant Scientific Literature).

Quality Appraisal

For this critical review research study, the primary reviewer was an MHSC Clinical Psychology student, Anneke Fourie (27223868), who was responsible for reviewing and analysing the literature. The secondary reviewer was Professor Werner de Klerk (registered research psychologist). Professor De Klerk's field of research expertise is within the school context, and he is experienced in conducting critical reviews and thematic analyses.

There are no formal guidelines for quality appraisal in critical review studies (Grant & Booth, 2009). Therefore, the SALSA analytical framework was used to examine the quality of the currently available literature on teacher PWB within the South African context (see Booth et al., 2016; Grant & Booth, 2009).

Step 4: Data Extraction

According to De Klerk and Pretorius (2019), data extraction necessitates systematically organising the data. The primary researcher thus constructed a data extraction table (see Section 2), including the relevant data to be extracted from the included scientific literature. This included the publication information of the literature (i.e. authors, dates, and titles), the methods used, the findings or results, the sample, and the conclusion.

Step 5: Analysing and Synthesising Extracted Data

This critical review research study used a qualitative analysis and synthesis process as suggested by De Klerk and Pretorius (2019). In particular, thematic analysis was employed.

Thematic Analysis

Thematic analysis allowed the researchers to critically evaluate and examine the current scientific literature on teacher PWB within the South African context. This enabled the

researchers to identify recurrent themes in the available scientific literature and identify possible directions for future research, thereby achieving the aims of the critical review research study.

Thematic analysis was conducted by following the six-phase approach described by Braun and Clarke (2006). This entailed the following steps: Step 1: familiarising oneself with the data; Step 2: generating initial codes; Step 3: searching for themes; Step 4: reviewing themes; Step 5: defining and naming themes; and Step 6: producing the report.

Step 1: Familiarising Oneself with the Data. During the first phase of analysis, the researcher became familiar with the available data on South African teachers' PWB by engaging with the data on multiple levels (see Nowell et al., 2017). The researcher read and re-read the identified literature to become familiar with the content of the literature (see Braun & Clarke, 2006). During this process of becoming familiar with the data, the researcher also made process notes (see Braun & Clarke, 2006). At this stage, the researcher started noticing information that might lead back to the research questions regarding what had been found in the scientific literature regarding teacher PWB within the South African context and what possible areas for future research could be identified in this regard. However, no effort was made at this stage to understand this information in any meaningful way (see Braun & Clarke, 2006).

Step 2: Generating Initial Codes. During this step, the researcher developed preliminary codes related to the research questions of the critical review (see Braun & Clarke, 2006). This was done by systematically working through the extracted data and highlighting key features and information present within the data set (see Braun & Clarke, 2006).

Step 3: Searching for Themes. After developing the above-mentioned codes, the researcher started looking for themes in the extracted data and, thereafter, methodically reviewed the identified themes (see Nowell et al., 2017). As expected, the identified themes related to the aims of the critical review research study of synthesising and critically evaluating the current

existing body of scientific literature on teacher PWB within the South African context (see Braun & Clarke, 2006). This, in turn, aided the researcher in answering the research questions (see Braun & Clarke, 2006).

Step 4: Reviewing Themes. The process of reviewing themes was important, as it directly affected the trustworthiness of the study (see Braun & Clarke, 2006). Therefore, the researcher checked and rechecked the identified themes against the extracted data (see Braun & Clarke, 2006).

Step 5: Defining and Naming Themes. After the themes had been methodically reviewed, they were named and defined appropriately (see Braun & Clarke, 2006; Nowell et al., 2017).

Step 6: Producing the Report. The final report (see Section 2) was completed in a comprehensive manner that accurately portrayed the themes encountered in the data and ultimately answered the research questions of the critical review (see Braun & Clarke, 2006).

Step 6: Presenting the Review Findings for Discussion

As suggested by De Klerk and Pretorius (2019), the review findings were presented in a logical and critical manner that highlighted the importance, impact, and contribution of the scientific literature included in this research study in a manner that might serve as a guide for future research (see Section 2).

Step 7: Conclusion and Recommendations

The primary researcher employed critical thinking and analysis, as suggested by De Klerk and Pretorius (2019), in order to ultimately produce the conclusion of the research study and make subsequent recommendations (see Section 2).

Ethics

Due to the nature of this critical review research study, the ethical risks involved were minimal. The primary concern was to ensure that the process of reviewing the available scientific literature was conducted methodically, responsibly, and ethically by only the identified primary and secondary reviewers to ensure transparency (see Wager & Wiffen, 2011). The primary reviewer (Ms Anneke Fourie) is a registered MHSC Clinical Psychology student at the North-West University and has completed the necessary ethics training – more specifically, the Training and Resources in Research Ethics Evaluation ethics training. In addition, the secondary reviewer (Professor Werner de Klerk) is a registered research psychologist with extensive knowledge and research expertise within the school context. He is also thoroughly experienced in conducting critical reviews and thematic analysis. The secondary reviewer continuously monitored the primary reviewer's progress and findings. The Health Research Ethics Committee (HREC) of the North-West University gave ethical approval (NWU-00234-21-A1) to the researchers to conduct the research study (see Appendix A). Importantly, the critical review study was conducted in a manner that promoted scientific rigour and trustworthiness (see Rigour).

In addition, the ethical guidelines set out by Wager and Wiffen (2011) were employed. In this regard, redundant publication was avoided by ensuring that the article (see Section 2) would only be submitted to one journal, the *Journal of Psychology in Africa*, for possible publication. The primary reviewer avoided plagiarism by ensuring the appropriate use of in-text citations and by compiling a complete and accurate reference list, completed according to the guidelines stipulated by the American Psychological Association, seventh edition (see Complete Reference List).

According to Wager and Wiffen (2011), it is important to be transparent about the sources of funding for the study. The costs of this critical review research study were covered by a

postgraduate bursary granted to the primary reviewer by the North-West University. It is also suggested that at least two authors review the data extraction process to ensure accuracy (Wager & Wiffen, 2011). This was ensured by both the primary and secondary reviewers (see Credibility) working collaboratively (see Wager & Wiffen, 2011). The primary reviewer further ensured that she conducted herself in an ethical manner by remaining neutral and unbiased (see Wager & Wiffen, 2011). Accordingly, she guarded against slanting the findings of the critical review research study in any particular direction (see Wager & Wiffen, 2011).

Rigour

In conducting this critical review research study, the primary reviewer employed Guba's (1981) model of trustworthiness, as suggested by Nieuwenhuis (2016). According to this model, four criteria were used to establish trustworthiness, namely credibility, transferability, dependability, and confirmability (Amankwaa, 2016).

Credibility

Credibility refers to the true value and internal validity of a research study (Krefting, 1991). Both the primary reviewer and the secondary reviewer ensured that the findings of the identified scientific literature were presented truthfully and accurately (see Nieuwenhuis, 2016). Credibility was further ensured by, as suggested by Amankwaa (2016), participating in prolonged engagement with the identified scientific literature. In order to ensure that researcher bias did not affect the credibility of the study, the secondary reviewer continuously monitored the primary reviewer's progress and findings (see Amankwaa, 2016). In addition, during Step 3 (selecting and deselecting prominent literature) of conducting the critical review (see Method of Investigation), both the primary and the secondary reviewer, adhered to the process of determining relevance as described. Moreover, during Step 5 (analysing and synthesising the extracted data) of conducting

the critical review (see Method of Investigation), the themes identified in the extracted scientific literature were methodically reviewed to further ensure credibility.

Confirmability

Confirmability relates to neutrality and objectivity (Krefting, 1991). In this critical review research study, confirmability was ensured by the primary researcher following the seven steps of conducting critical reviews as proposed by De Klerk and Pretorius (2019). Again, to ensure that researcher bias did not affect the credibility of the study and to ensure neutrality and objectivity, the secondary reviewer continuously monitored the primary reviewer's progress and findings (see Amankwaa, 2016).

Transferability

Transferability refers to applicability, external validity, and the extent to which findings can be generalised to other populations (Krefting, 1991). In this study, transferability was ensured by both reviewers meticulously following the same predetermined steps and protocol (see Method of Investigation) as suggested by Amankwaa (2016). This ensured that the findings of the critical review study can be replicated in future (Amankwaa, 2016). Transferability was also ensured by using dense descriptions within the final report (see Section 2) as proposed by Nieuwenhuis (2016). This ensured that all the necessary information and details about the scientific literature used for this critical review study were included (Nieuwenhuis, 2016).

Dependability

Dependability refers to the consistency of a study and, therefore, its reliability (Krefting, 1991). To ensure dependability, the primary reviewer followed the specific steps of conducting critical reviews (see Method of Investigation) as outlined by De Klerk and Pretorius (2019). Dependability was further ensured by re-coding during the process of thematic analysis (see

Method of Investigation) as suggested by Krefting (1991). This guaranteed that the codes developed and the ultimate themes identified were consistent and a true reflection of the data (see Nieuwenhuis, 2016).

Conclusion

In this section, a literature overview was presented that aimed to orientate the reader by providing relevant information regarding the structure and components of this research study. The state of basic education in South Africa was discussed, along with PWB and, specifically, teacher PWB. It was made clear that the South African education system is experiencing a variety of challenges and is, therefore, in a crisis (Iwu et al., 2013; Modisaotsile, 2012; Roodt, 2018). These challenges result in dysfunctional schools and increased occupational stress within the teaching profession (Mbulaheni et al., 2017). The literature overview indicated that the stressful nature of the teaching profession can lead to decreased PWB, which may predispose teachers to poor mental and physical health (Bermejo-Toro et al., 2016; Daniels & Strauss, 2010; Hwang et al., 2017; Katsantonis, 2020; Peral & Geldenhuys, 2016; Vesely et al., 2014). This may increase teachers' risk of developing pathology (Harding et al., 2019) and ultimately contribute to teacher attrition, which may affect the provision of quality basic education (Vesely et al., 2014). This section further provided the reader with information regarding the problem statement, the methodology employed in this research study, and key information regarding ethics and rigour. Accordingly, the reader was orientated in terms of the methodology and specific steps, as outlined by De Klerk and Pretorius (2019), that had been employed in this research study. The ethical considerations regarding this study were outlined, as well as the manner in which rigour was ensured by following Guba's (1981) model of trustworthiness. This included a discussion on how credibility, transferability, dependability, and confirmability were ensured in conducting this research study.

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SECTION 2: ARTICLE

As part of this mini-dissertation, the following article will be submitted for publication in the *Journal of Psychology in Africa* according to the summarised prescribed guidelines (see Guidelines for Authors: Journal of Psychology in Africa) for authors outlined below.

Guidelines for Authors: Journal of Psychology in Africa

Manuscripts

The article must be written in English and not exceed a total word count of 7 000 words. The manuscript must be per the guidelines of the latest edition of the American Psychological Association (7th edition) publication manual.

Submission

The article must make use of double spacing with wide margins. Before submission of the article, a recent issue of the *Journal of Psychology in Africa* must be consulted for general layout and style (please take note: in this case, it will differ somewhat from the guidelines of the American Psychological Association, 7th edition).

Format

All pages must be numbered consecutively.

Title

A brief title that consists of important keywords (preferably fewer than 13 words).

Author(s) and Address(es) of Authors

- The corresponding author must be indicated.
- Email address, telephone number, and fax number of the corresponding author must be provided.
- The respective addresses of where the research was conducted must be included.

Abstract

The abstract should not exceed 150 words and does not include references. The abstract should be structured as follows:

- Objective – the primary purpose of the research.
- Method – this includes the data sources, design, and data analysis method.
- Results – this includes the main findings, implications, recommendations, and conclusion.

Text

- Only one space will follow any punctuation.
- No spaces must be included between paragraphs.
- No colour within the text is allowed.

Tables and Figures

Tables and figures must include a full, stand-alone caption. As per the instructions, the authors perused and consulted recent issues of the *Journal of Psychology in Africa* for general layout and style. Tables and figures are included within the article under relevant sections.

Referencing

Reference List

The *Journal of Psychology in Africa* follows a strict referencing style per the latest edition of the *Publication Manual of the American Psychological Association* (7th ed.). The reference list must be provided at the end of the article with the following specifications:

- Alphabetical order.
- Double line spacing.
- References should be formatted with a hanging indent (tabs and spaces are not permitted).

In-Text Citations

Citations must use et al. after the first author surname.

Article

Running Head: TEACHERS' PSYCHOLOGICAL WELL-BEING IN SOUTH AFRICA

The psychological well-being of teachers in South Africa: A critical review

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Abstract

Teaching is a stressful occupation associated with a variety of challenges that may adversely affect teachers' psychological well-being and, subsequently, affect the provision of quality basic education. This research aimed to synthesise and critically evaluate the currently available scientific literature on teacher psychological well-being within the South African context in order to determine what has been found on this phenomenon and identify possible future directions for research. For this critical review, a computerised search was conducted on a variety of databases to identify scientific literature on teacher psychological well-being within specifically the South African context. During the search and analysis process, the SALSA (Search, Appraisal, Synthesis, and Analysis) method was utilised. A final sample of six published works was included in this critical review research study. Thematic analysis was used to analyse the data, and the following themes were identified regarding teacher psychological well-being within the South African context: teaching as a stressful occupation; intrapersonal factors that affect teachers' psychological well-being; contextual factors that affect teachers' psychological well-being; differences in levels of teacher psychological well-being; and the consequences of high or low levels of teacher psychological well-being. The research study concluded that teachers' psychological well-being had far-reaching implications and that further research into teacher psychological well-being was necessary in order to ensure the mental and physical health of South African teachers and, ultimately, ensure the provision of quality basic education.

Keywords: critical review, psychological well-being, mental well-being, South Africa, teachers

Introduction

The aim of this critical review research study was to synthesise and critically evaluate the currently available scientific literature on teacher psychological well-being (PWB) within the South African context in order to determine what has been found regarding teacher PWB and to identify possible future directions for research. The literature shows that teacher PWB can be adversely affected by the occupational stress associated with the teaching profession (Brouskeli et al., 2018; Özü et al., 2017; Turner & Thielking, 2019). This may pose a threat to the provision of quality basic education, as low levels of teacher PWB have been associated with teacher burnout and attrition (Bermejo-Toro et al., 2016; Collie et al., 2015; Hwang et al., 2017; Kim & Burić, 2019; Lever et al., 2017; MacIntyre et al., 2019; McCarthy et al., 2019; Özü et al., 2017; Peral & Geldenhuys, 2016; Schonfeld et al., 2017). Teachers' PWB has far-reaching implications and necessitates careful consideration, investigation, and possible future intervention (Brouskeli et al., 2018; Cherrington, 2017; Collie et al., 2015; Liu et al., 2017; MacIntyre et al., 2019; Özü et al., 2017).

Basic education in South Africa

Basic education in South Africa has undergone substantial transformation following the first democratic election in 1994 (Crouch & Hoadley, 2018; Van der Berg & Hofmeyr, 2018) and the subsequent development of the *Constitution of the Republic of South Africa* (1996), the Bill of Rights, and the *South African Schools Act* 84 of 1996 (Legotlo, 2014).

The transformation of the education sector has since been ongoing, and the education sector has made significant strides towards ensuring the provision of quality basic education for all South Africans (Zewotir & North, 2011). Although this transformative process has been accompanied by a variety of successes, and despite the government's high rate of expenditure

within the education sector, the South African education system is still ranked as one of the poorest in the world, and South African school learners perform poorly in comparison to their international counterparts (Roodt, 2018; Van der Berg & Hofmeyr, 2018). As a result of the poor educational outcomes and performance of the South African education sector, many authors contend that the South African education system is in a crisis situation (Iwu et al., 2013; Modisaotsile, 2012; Roodt, 2018).

The current state of education in South Africa cannot be attributed to a single factor, and instead, research indicates that a variety of factors contribute to the poor performance of the education sector (Maddock & Maroun, 2018). Legotlo (2014) states that challenges within the education sector relate primarily to problems with resources, staff-related difficulties, and problems with school learners. These include challenges such as poverty, inequality, poor educational outcomes, language barriers, inadequate infrastructure, unsafe learning environments, overcrowding, teacher shortages, and increased teacher workloads (Amnesty International, 2020). Additional challenges are violence in schools, high dropout rates, late coming, absenteeism and truancy, difficulties in terms of the implementation of the curriculum, poor results in literacy and numeracy, the underperformance of educators, the lack of proper school governance, insufficient community support, politics in schools, corruption, and other socio-economic issues (Mouton et al., 2013). These challenges result in many South African teachers working in under-resourced, dysfunctional schools (Mbulaheni et al., 2017).

Within the South African context, there are approximately 437 449 qualified teachers, of which roughly 400 000 are employed in public schools (Department of Basic Education [DBE], 2021). According to research, teachers' poor morale and the significant occupational stress of the teaching profession, along with burnout and attrition, are challenges that have a negative impact on education in South Africa (Mlambo & Adetiba, 2020). The dysfunctionality of South African

schools results in teachers being faced with increasing organisational demands, long working hours, low salaries, poor working conditions, and difficulties in working with challenging school learners (Mlambo & Adetiba, 2020; Voss & Kunter, 2018).

Psychological well-being

Health is defined as “a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity” (World Health Organisation [WHO], 2020, p. 1). From the perspective of positive psychology, the concept of well-being has been defined and conceptualised from two contrasting perspectives known as the “hedonic and eudaimonic perspectives” (Wissing et al., 2019, p. 7).

The hedonic perspective conceptualises well-being as subjective and emotional well-being (i.e. feeling good), and this conceptualisation relates to concepts such as happiness, pleasure, and satisfaction (Keyes, 2013; Turban & Wan, 2016; Wissing et al., 2019). On the contrary, from the eudaimonic perspective, well-being is conceptualised as relating to meaning and purpose, and is thus equated to social and psychological well-being (i.e. functioning well) (Keyes, 2013; Turban & Wan, 2016; Wissing et al., 2019).

The contrasting perspectives of well-being have led to a dichotomisation thereof, but recently, researchers have increasingly started acknowledging the value of an integrative understanding of well-being (Pancheva et al., 2020; Sheldon et al., 2019). As a result, integrative perspectives of well-being, such as Keyes’ (2002, 2013) mental health continuum, which includes both hedonic and eudaimonic well-being components, have been developed. Keyes (2002, 2013) concurs with Ryff (1989, 1995) and conceptualises PWB as consisting of six components: self-acceptance, positive relations, autonomy, environmental mastery, purpose in life, and personal growth. From this perspective, PWB exists on a continuum with high levels of

PWB indicating optimum functioning and flourishing, whereas low levels of PWB are indicative of poor function and languishing (Ryff, 2018; Wissing et al., 2019).

In the South African context, Wissing and Temane (2008) developed a hierarchical model of general PWB. In line with Keyes' (2002, 2013) mental health continuum, Wissing and Temane (2008) also conceptualise PWB from an integrative perspective, drawing from the hedonic perspective the concepts of life satisfaction and affect, and from the eudaimonic perspective the concept of coherence. Within this hierarchical model, PWB is defined as “multidimensional in nature and includes components of affect, cognition and behaviour manifesting in domains of life such as intra- and interpersonal, social and contextual, love and work” (Wissing, 2014b, p. 165). It thus provides an inclusive and holistic definition of PWB that is highly appropriate within the diverse South African context (Wissing, 2014b).

Teacher psychological well-being

The challenges associated with the teaching profession have been widely documented, resulting in literature regarding teacher PWB largely focusing on the deficits thereof and concepts such as stress, coping, burnout, and teacher attrition (Brouskeli et al., 2018; Özü et al., 2017; Turner & Thielking, 2019). Research shows that low levels of teacher PWB may contribute to the development of teacher burnout and, ultimately, teacher attrition, both of which may adversely affect the provision of quality education (Bermejo-Toro et al., 2016; Collie et al., 2015; Hwang et al., 2017; Kim & Burić, 2019; Lever et al., 2017; MacIntyre et al., 2019; McCarthy et al., 2019; Özü et al., 2017; Peral & Geldenhuys, 2016; Schonfeld et al., 2017). The occupational stress associated with the teaching profession has further been shown to have a detrimental effect on teachers' mental and physical health (Bermejo-Toro et al., 2016; Hwang et al., 2017; Katsantonis, 2020; Peral & Geldenhuys, 2016). As a result, research shows that when compared to other professions, teachers are at a greater risk of developing mental illness (Harding et al.,

2019; Kidger et al., 2016). Moreover, it has been found that teachers' PWB affects almost all of their teaching activities and even school learners in terms of their self-efficacy beliefs, social skills, and mental health (Özü et al., 2017). Teacher PWB is, therefore, of great importance and has far-reaching implications for teachers, learners, and the education sector in general (Collie et al., 2015; Özü et al., 2017).

Goal of the research study

Research shows that the occupational stress experienced by teachers can have an adverse effect on teachers' mental and physical health (Bermejo-Toro et al., 2016; Daniels & Strauss, 2010; Hwang et al., 2017; Katsantonis, 2020; Peral & Geldenhuys, 2016; Vesely et al., 2014). As a result, there is an increased risk for teachers to develop pathology (Harding et al., 2019) which may ultimately lead to teachers leaving the teaching profession (Vesely et al., 2014). Poor teacher PWB thus has the potential of posing a threat to the provision of quality basic education (Collie et al., 2015; Özü et al., 2017), whereas high levels of teacher PWB have been associated with increased teacher commitment and improved educational outcomes for learners (Turner & Thielking, 2019). Teachers are central within the educational context, and therefore, teacher PWB is an important contributing factor to the success achieved within the education sector (Kaur & Singh, 2019). It has further been found that teachers' PWB affects school learners' self-efficacy and social skills and, ultimately, may have an impact on school learners' mental health as well (Özü et al., 2017).

It is evident that developing a clear and comprehensive understanding of teacher PWB is vital due to the extensive consequences thereof (Bermejo-Toro et al., 2016). Therefore, the research questions of this critical review research study were as follows: What has been found in the scientific literature regarding teacher PWB within the South African context? What areas for future research can be identified in this regard?

Method

Research approach

A systematic approach was followed in order to identify relevant, peer-reviewed scientific literature on teacher PWB in South Africa that met the requirements of scientific rigour (see De Klerk & Pretorius, 2019). The following keywords were used in the search: “psychological well-being”, “mental well-being”, “teachers”, “South Africa”, and “critical review”. A Boolean search (“AND”, “NOT”, “*”, and “OR”) was employed to identify scientific literature relevant to the research study in the following databases: African Journals, NWU-IR, Academic Search Complete, Africa-Wide Information, APA PsycInfo, OAlster, Directory of Open Access Journals, Library Catalogue, SciELO, SocINDEX with Full Text, MEDLINE, ERIC, CINAHL with Full Text, Springer Nature Journals, Teacher Reference Center, SPORTDiscus with Full Text, and Business Source Complete. In addition, Google Scholar was used in order to identify relevant scientific literature that might have been excluded in the initial search. This process was conducted by the primary reviewer (first author) and supervised by the secondary reviewer (second author).

The following types of scientific literature were included: journal studies, peer-reviewed studies, quantitative studies, qualitative studies, mixed-method studies, review studies, doctoral theses, and master’s dissertations or mini-dissertations. Both English and Afrikaans scientific literature was included. The time frame of available scientific literature used for this critical review research study was literature published from 2010 to 2020. In terms of the target population of the research study, the PWB of primary or secondary teachers within the South African context was studied. This was justified by the aim of the research study, which was to synthesise and critically evaluate the current existing body of scientific literature on teacher PWB within the South African context and, in doing so, identify recurrent themes and directions

for future research. Literature focusing on other aspects of well-being and not specifically PWB was marked as irrelevant and excluded.

Initially, the search yielded 64 results. However, as illustrated in Figure 1, only six of the 65 initial results were ultimately included for critical review in this research study.

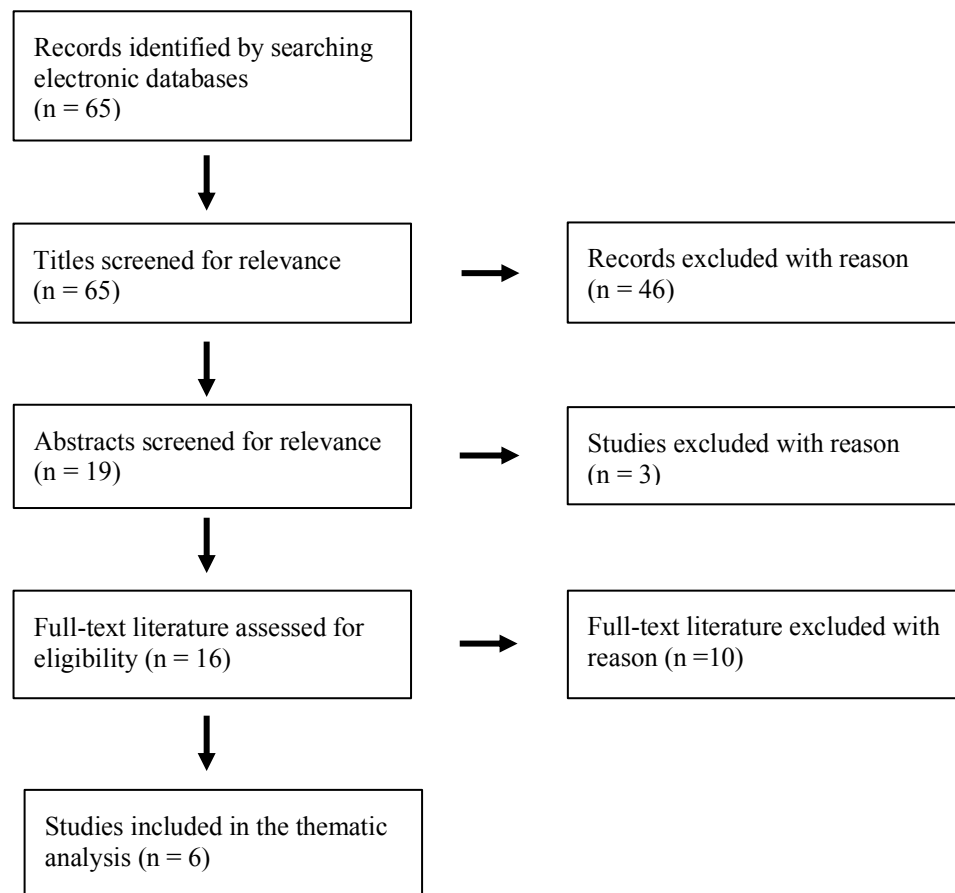


Figure 1. Identifying Sources of Relevant Scientific Literature

After identifying sources of relevant scientific literature, a data extraction table (see Table 1) was constructed in order to systematically organise the data (see De Klerk & Pretorius, 2019).

Table 1. Data Extraction Table

Author(s) and Title	Method	Sample	Findings/Results	Conclusion
Boshoff (2014) <i>Self-regulation and psychological well-being in a cohort of black South African teachers: The SABPA study</i>	<p>The research study is a doctoral thesis consisting of three studies.</p> <p><i>S1 aims:</i> Investigate teachers' stress and mental well-being and determine the relationship between the two variables.</p> <p><i>S2 aims:</i> Determine the association between self-regulation and teachers' self-reported levels of mental well-being; determine the association between subcomponents of self-regulation processes and self-reported levels of mental well-being.</p> <p><i>S3 aims:</i> Determine the progression of self-regulation over three years; determine how long-term changes in self-regulation are associated with changes in self-reported levels of stress and mental well-being.</p>	<p><i>S1:</i> Purposively selected sample (n = 200) of black teachers (aged 25-65) from the Dr Kenneth Kaunda District in the North West Province, South Africa.</p> <p><i>S2 and S3:</i> Purposively selected sample (n = 173) consisted of 88 male and 85 female of the original participants described above.</p>	<p><i>S1:</i> Descriptive statistics indicated that the teachers had the perception that their working environments were stressful and reported symptoms indicating the presence of mental disorders. Of the teachers, 28% were flourishing, 70% were moderately healthy and 1,5% were languishing. An association was found between high levels of stress and symptoms of mental illness. Protective factors may alleviate the stressful nature of the teaching occupation and its effects on mental well-being.</p> <p><i>S2:</i> Similar levels of stress were found between different groups. High self-regulation was associated with increased well-being. Through correlation analysis, a strong association between self-regulation and mental well-being was found.</p>	<p>Teaching is a stressful occupation, and the participants indicated the presence of symptoms related to mental illness. A correlation between levels of stress and the prevalence of mental illness symptoms was found.</p> <p>Self-regulation and well-being are connected.</p> <p>Improvements in self-regulation were found over a three-year period.</p>

Author(s) and Title	Method	Sample	Findings/Results	Conclusion
<p><i>S1 and 2 design:</i> Cross-sectional survey.</p> <p><i>S3 design:</i> Longitudinal design.</p>			<p>Structural equation modelling found that all the subconstructs of self-regulation contributed to well-being but ‘goal focus’, ‘self-efficacy’, and ‘monitoring change’ contributed uniquely. The role of self-regulation in well-being was similar in collectivist and individualistic groups.</p> <p><i>S3:</i> Higher levels of self-regulation, along with lower levels of stress and mental illness, were found. Structural equation modelling showed that changes in self-regulation were found to be predictive of changes in mental health.</p>	
<p>Boshoff et al. (2018)</p> <p><i>Validation of the Teacher Stress Inventory (TSI) in a multicultural context: The SABPA study</i></p>	<p><i>Aim:</i> Validate the Teacher Stress Inventory (TSI) for use in a South African context.</p> <p><i>Design:</i> Cross-sectional survey.</p>	<p>The sample (n = 409) consisted of 209 white and 200 black teachers from the North-West Province, South Africa.</p>	<p>Both the white and the black groups reported occupational stress. However, the black group reported significantly higher levels of occupational stress on the TSI.</p> <p>Differences between the physiological health of the two groups were also found. The results suggested that the black group had poorer physical health and PWB.</p>	<p>The TSI was found to be useful as a brief self-report questionnaire to determine the levels of stress in the sample of South African teachers. Further psychometric evaluation is needed before the TSI can be considered valid for use in South Africa.</p>

Author(s) and Title	Method	Sample	Findings/Results	Conclusion
Fouché (2015) <i>Well-being of teachers in secondary schools</i>	<p>The research study is a doctoral thesis consisting of three sub-studies.</p> <p><i>S1, S2, and S3 aims:</i> Investigate the PWB of a sample of secondary school teachers and determine the antecedents and outcomes thereof.</p> <p><i>S1, S2, and S3 Design:</i> Cross-sectional survey design.</p>	<p>A stratified sample (n = 513) consisting of secondary school teachers in the North West Province, South Africa.</p>	<p><i>S1:</i> There was a positive association between supervisor support (regarding autonomy, competence and relatedness) and teachers' psychological needs satisfaction and engagement. A negative association was found between supervisor support and teachers planning to leave.</p> <p><i>S2:</i> The positive association between supervisor support and engagement and the negative association between supervisor support and intention to leave the profession were affected by teachers' autonomy satisfaction. Supervisor support and teachers' psychological need satisfaction thus play a significant role in teacher engagement and retention.</p> <p><i>S3:</i> A large percentage of the variance in the experiences of meaning was explained by a calling orientation, job design, and interpersonal relationships among co-workers. Teacher burnout was predicted by a low calling orientation and poor interpersonal relations among co-workers.</p>	<p>Teacher engagement and retention are heavily dependent on supervisor support.</p> <p>A calling orientation in teachers is associated with more meaning. This influences the manner in which teachers approach their occupation and interpersonal relationships with co-workers. It also influences the steps teachers take to improve their working experiences.</p> <p>Teachers need organisational support to remain motivated and engaged. Action is required to improve teachers' PWB.</p>

Author(s) and Title	Method	Sample	Findings/Results	Conclusion
Kok (2013) <i>Psychological well-being, race and school setting: A comparative study among South African teachers in the SABPA study</i>	<i>Aim:</i> Compare PWB and distress in black and white teachers teaching within the Dr Kenneth Kaunda District of the North West Province, South Africa. <i>Design:</i> Quantitative research approach and secondary analysis of the SABPA project (2008-2009) data.	The sample (n = 408) consisted of secondary teachers (200 black and 208 white, aged 25-62) in the Dr Kenneth Kaunda District of the North West Province, South Africa.	<p>Work engagement was predicted by a calling orientation, a well-designed job, good co-worker relationships, and meaning. There was a moderate association between job design and self-ratings of performance. Teachers' intention to leave was predicted by the absence of a calling orientation. High psychological functioning was associated with increased meaning in work. Positive outcomes, such as meaning, engagement, and self-determination, were associated with positive organisational practices. Importantly, increased PWB was associated with meaningful work and inspiration.</p> <p>More differences than similarities between the black and white teachers' PWB and distress were found. The black teachers experienced more stress and depression than the white teachers. Similarities in positive well-being indices were found between the black and white teachers. The effects of stress on positive mental health and depression were different between the two groups. Stress was a significant predictor of positive mental health and depression for the</p>	<p>Significant differences in the black and white teachers' PWB were evident.</p> <p>The black and white teachers experienced stress, depression, emotional well-being, and social support to varying degrees.</p>

Author(s) and Title	Method	Sample	Findings/Results	Conclusion
<p>Nel (2020)</p> <p><i>The experience of psychological well-being among high school Life Orientation teachers within the Dr Kenneth Kaunda District</i></p>	<p><i>Aim:</i> Explore and describe Life Orientation teachers' experiences of PWB in the Dr Kenneth Kaunda District of the North West Province, South Africa.</p> <p><i>Design:</i> Qualitative research approach with a transcendental phenomenology research design.</p>	<p>The sample (n = 7) consisted of four female and three male Life Orientation teachers, aged 24 to 62.</p>	<p>black teachers but not for the white teachers. Although similar levels of flourishing were found between the two groups, depression was found to be more prevalent among the black teachers.</p> <p>Thematic analysis yielded the following four main themes and various sub-themes:</p> <p>1) Intrapersonal experiences of identity as a Further Education and Training Life Orientation teacher (experience of responsibility and guilt, teachers' role of guardian or parent, personal and professional identity, and powerlessness).</p> <p>2) Experiences of contextual factors and the effects thereof on experiences of PWB (adverse impact of time constraints, lacking resources, lacking learner commitment and motivation, work overload, and pressure resulting in stress, poor physical health, and a lack of support).</p>	<p>The Life Orientation teachers' educational experiences were affected by their PWB.</p> <p>The teachers' PWB was influenced by both protective and contextual factors.</p> <p>The teachers' PWB had an impact on the teaching or classroom environment.</p>

Author(s) and Title	Method	Sample	Findings/Results	Conclusion
<p>Vazi et al. (2013)</p> <p><i>The relationship between wellbeing indicators and teacher psychological stress in Eastern Cape public schools in South Africa</i></p>	<p><i>Aim:</i> Assess the relationship between indicators of well-being and teacher psychological stress, and assess the importance of well-being indicators in explaining psychological stress variance.</p> <p><i>Design:</i> Quantitative research approach with a cross-sectional survey design.</p>	<p>The sample (n = 562) consisted of primary and high school teachers from the Eastern Cape, South Africa.</p>	<p>3) Protective factors enhancing Life Orientation teachers' PWB (perceived importance of subject, concern for learners' well-being, teachers' motivation, rewarding interactions, and belonging).</p> <p>4) PWB and the role it plays in the classroom (positive PWB, overall learning environment, and school learner interaction, whereas negative PWB detracts from an optimal learning environment).</p> <p>Occupational stress was prevalent among the teachers.</p> <p>Subjective and PWB factors added significantly to the stress variance.</p> <p>Stress was positively correlated with negative affect and role-related problems, while PWB had a strong inverse relationship with stress, although this did not imply causality.</p>	<p>Environmental factors related to teachers' roles, as well as personal factors such as PWB and negative affect, contribute to teacher stress.</p>

Analysis and synthesis

Thematic analysis allowed the researchers to critically evaluate and examine the current scientific literature on teacher PWB within the South African context. This enabled the researchers to identify recurrent themes in the available scientific literature and identify possible directions for future research, thereby achieving the aims of the critical review research study.

Findings and discussion

The following themes were evident from the scientific literature included in this research study: teaching as a stressful occupation; intrapersonal factors that affect teachers' PWB; contextual factors that affect teachers' PWB; differences in levels of teacher PWB; the consequences of high or low levels of teacher PWB.

Theme 1: Teaching as a stressful occupation

Teaching is a stressful occupation (Bermejo et al., 2013; Braun et al., 2019; Vesely et al., 2014). This was confirmed by a research study conducted by Vazi et al. (2013) that found that stress was prevalent among teachers. That research study also found that environmental factors related to role problems and personal factors related to PWB and negative affect contributed to the participants' experiences of occupational stress (Vazi et al., 2013). The participants in research studies conducted by Boshoff (2014) and Boshoff et al. (2018) also reported that teaching was a stressful occupation.

Research shows that the stressful nature of the teaching profession can, if not appropriately mediated, result in decreased teacher PWB, which can pose a threat to the provision of quality basic education (Brouskeli et al., 2018; Özü et al., 2017; Turner &

Thielking, 2019). Wider (2016) proposes that stress management programmes should be implemented in schools in order to address the occupational stress teachers face and, thereby, improve teachers' PWB. More recently, Katsantonis (2020) also found that interventions aiming at decreasing the occupational stress associated with the teaching profession were needed.

Theme 2: Intrapersonal factors that affect teachers' psychological well-being

Research indicates that there are intrapersonal factors associated with increased teacher PWB. A research study conducted by Katsantonis (2020) found that self-efficacy and teacher PWB shared a positive association. Self-belief, as identified by Cheung et al. (2021), was also identified as contributing to teachers' PWB. Kun and Gadanez (2019) further identified various "inner psychological resources", such as hope and optimism, that positively contribute to teachers' PWB (p. 187).

A research study conducted by Katsantonis (2020) found that intrapersonal factors such as self-efficacy and job satisfaction affected teachers' PWB. This is in line with the findings of an earlier research study conducted by Buonomo et al. (2017), who found that self-efficacy and job satisfaction acted as protective factors in terms of teacher burnout – teacher burnout being a representation of low PWB. Similarly, Cheung et al. (2021) found that teachers' self-beliefs influenced their perception of the school culture and, accordingly, influenced teachers' experiences of PWB.

Nel (2020) also identified various intrapersonal factors associated with increased PWB. These included teachers' perceptions of the importance of the subject matter they were teaching, teachers' concern for school learners' PWB, teachers' levels of internal motivation, rewarding school learner interactions, and a sense of belonging (Nel, 2020). This research

study, therefore, made it clear that motivated teachers who saw value in what they taught their learners and had a genuine concern for learners' well-being tended to experience higher levels of PWB (Nel, 2020). This is in line with the findings of a research study conducted by Abós et al. (2018), which showed that teacher motivation might be predictive of teachers' well-being. Moreover, Boshoff (2014) identified self-regulation as another intrapersonal factor affecting PWB. Hence, teachers' ability to self-regulate was found to be predictive of positive mental health outcomes (Boshoff, 2014).

Theme 3: Contextual factors that affect teachers' psychological well-being

Various factors related to the context in which teaching occurs have been identified as affecting teachers' PWB. Research indicates that one such factor associated with positively affecting teachers' PWB is the creation of an empowering working environment (Suleman et al., 2021). Suleman et al. (2021) conducted a research study in Pakistan that found that empowering leadership behaviour was predictive of teachers' PWB and, thereby, contributed to organisational productivity. In line with this, Katsantonis (2020) found that the creation of a positive school climate contributed positively to teachers' PWB due to its being associated with lowered levels of occupational stress. Team innovativeness also affects teacher PWB (Katsantonis, 2020). Cheung et al. (2021) confirm that school culture is important and suggest that interventions aiming at enhancing school culture may, in turn, enhance teachers' self-belief and, thereby, improve their PWB. This is in line with the findings of Kidger et al. (2021), who conducted a research study in an effort to determine the effectiveness of interventions aimed at improving teachers' PWB and found that more focus should be placed on creating a positive school environment and culture. Kidger et al. (2021) suggest that such interventions should focus on enhancing school culture as a whole while improving working relationships and providing increased perceived support.

The importance of positive working relationships and perceived support within the teaching profession was confirmed by Fouché (2015) and, more recently, by Nel (2020). Fouché (2015) found that supervisor support was positively associated with teachers' psychological needs satisfaction and negatively related to teacher attrition. Along with time constraints, a lack of resources, poor school learner commitment and motivation, work-related pressure, and poor physical health, Nel (2020) further identified poor support as contributing to decreased teacher PWB. This indicates that supervisor support plays an important role in the retention of teaching staff, which is a well-documented challenge faced by the South African education sector and adversely affecting education (Amnesty International, 2020; Legotlo, 2014; Mlambo & Adetiba, 2020).

Theme 4: Differences in levels of teacher psychological well-being

The available scientific research indicates that there may be differences in teachers' PWB when comparing different population groups (Boshoff et al., 2018; Kok, 2013). Kok (2013) conducted a research study in which differences in the levels of PWB and stress were evident between black and white teachers in the South African context. The research study found that black teachers in the Dr Kenneth Kaunda District of the North West Province experienced more stress and depression than the white teachers from the same district did (Kok, 2013). However, flourishing (i.e. positive mental health) was present in both groups to the same degree (Kok, 2013).

More recently, Boshoff et al. (2018) conducted a research study that also found differences between black and white teachers in terms of mental health. Although both groups reported occupational stress, the black participants reported significantly higher levels of

stress on the TSI. When compared to their white counterparts, black teachers were found to be significantly worse off in terms of their PWB (Boshoff et al., 2018).

Theme 5: The consequence of high or low levels of teacher psychological well-being

The importance of teacher PWB is clear, as it has far-reaching implications for the education sector that relies heavily on its teachers as its main role players (Kaur & Singh, 2019).

Teacher PWB has been found to be predictive of positive teacher-learner interaction and may, therefore, affect not only the provision of quality education but also school learners directly in terms of their self-efficacy beliefs, social skills, and mental health (Özü et al., 2017). Research conducted by Sisask et al. (2014) found that, among other things, increased teacher PWB enabled teachers to better respond to school learners' mental health problems, thereby strengthening the argument for whole-school approaches to mental health promotion.

Similarly, positive PWB affects the context in which learning occurs, as well as teacher-learner interaction favourably (Nel, 2020). High levels of teacher PWB have also been found to be predictive of positive educational outcomes such as increased teacher commitment and improved school learner outcomes (Turner & Thielking, 2019). Conversely, whereas positive PWB has a favourable impact on the classroom environment, it has been found that negative PWB detracts from the creation of an optimal learning environment (Nel, 2020).

A concerning consequence of poor PWB evident from the research study conducted by Boshoff (2014) was that the stressful nature of the teaching profession resulted in teachers reporting symptoms of psychopathology to a degree that would warrant the need for psychiatric intervention. Research indicates that in comparison to other professions, teachers are at an increased risk of developing mental illness (Harding et al., 2019; Kidger et al., 2016). Teacher stress has also been associated with poor physical health (Bermejo-Toro et al.,

2016; Hwang et al., 2017; Katsantonis, 2020; Peral & Geldenhuys, 2016). As a result, teachers have an increased risk of developing pathology (Harding et al., 2019), which may ultimately result in their leaving the profession, thereby having a further negative impact on the provision of quality education (Vesely et al., 2014).

Implications for basic education in South Africa

As is evident from the findings discussed above, teaching is a stressful occupation with teachers facing a variety of challenges, and as a result, teachers' PWB may be negatively affected. The implementation of stress management programmes should, therefore, be considered, as it may be beneficial to the education sector as a whole to address the occupational stress associated with the teaching profession (Katsantonis, 2020; Wider, 2016). One of the studies reviewed indicated that improved stress management might positively affect teachers' PWB (Vazi et al., 2013). It is further clear that interventions aimed at directly assessing and promoting teachers' PWB may also be useful within the South African context, but such interventions should take the cultural differences in the experience and expression of PWB within the teaching population of South Africa into account (Kok, 2013). Moreover, such interventions should focus on both the intrapersonal development of teachers and whole-school development in order to be successful (Fouché, 2015).

Most importantly, it is crucial to be aware of the significance of teacher PWB and be proactive in the promotion thereof. In order to work towards the provision of quality basic education, it is thus vital to, firstly, acknowledge the importance of teachers' PWB in South Africa. Thereafter, a clear and comprehensive understanding of teacher PWB is important in order to ultimately work towards feasible interventions to be implemented aimed at promoting and enhancing teachers' PWB in schools in South Africa.

Limitations of the research study

The findings of this critical review research study are limited due to an under-representation of scientific literature on teacher PWB in the context of South Africa. While teachers' well-being as a whole has received much attention from researchers, limited research on specifically teacher PWB within the South African context is available; only six relevant research studies were identified and included in this critical review research study. It is evident that research within the South African context on teacher well-being generally focuses on broader conceptualisations of well-being or, alternatively, focuses on deficits of well-being, resulting in literature largely focusing on concepts such as stress, coping, burnout, and teacher attrition as opposed to teacher PWB. It is thus clear that an increased focus on teacher PWB within the South African context is necessary. In line with this, it is recommended that researchers focus on assessing teachers' levels of PWB within the South African context. Moreover, it is recommended that factors affecting teachers' PWB should be identified. This could then, in future, serve as a basis on which to develop intervention programmes aimed at promoting teachers' PWB within the South African context. In this regard, the researchers trust that the current critical review research study will aid in the formation of the body of knowledge on teacher PWB in South Africa.

Conclusion

Teaching is a stressful occupation accompanied by various challenges. Research indicates that the occupational stress associated with the teaching profession can have a negative impact on teachers' PWB. It has further been found that intrapersonal factors such as self-efficacy, self-belief, hope, optimism, self-regulation, and motivation contribute to teachers' PWB. Contextual factors such as the degree to which an empowering, supportive working culture

and environment is established with sufficient support, along with teachers' working relationships, may also have an impact on teachers' PWB. The research studies reviewed in this critical literature review further indicated that there might be differences in teachers' PWB when different population groups are compared. Furthermore, it is made clear that more research into teachers' PWB is necessary in order to enhance the mental and physical health of South African teachers and, ultimately, ensure the provision of quality basic education in the country.

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SECTION 3: CRITICAL REFLECTION

Section 3 provides a critical reflection of the primary researcher's experience in conducting this critical review research study (2021-2022) and producing this mini-dissertation.

Critical Reflection

This critical reflection aims to document the experience of the primary researcher (Ms Anneke Fourie) of this research study in terms of conducting the research study and producing this mini-dissertation.

In conducting this critical review research study, I quickly realised that a critical review goes beyond merely providing a description of the available scientific literature and, instead, also includes an appraisal, synthesis and, most importantly, an examination and evaluation of the contribution of the available scientific literature (see Booth et al., 2016; Carnwell & Daly, 2001). The critical review approach thus enabled me to not only provide the reader with relevant information regarding current scientific literature on teacher psychological well-being (PWB) in South Africa (see Cronin et al., 2008) but also to shed light on the topic and identify possible directions for future research (see Hagger, 2012). Moreover, conducting this review study allowed me to expand my research knowledge and skills, as this was my first time conducting a critical review research study.

With this critical review research study, I endeavoured to answer the following two research questions: What has been found in the scientific literature regarding teacher PWB within the South African context? What areas for future research can be identified in this regard? In order to answer these research questions, I was guided by the seven steps of conducting critical reviews as proposed by De Klerk and Pretorius (2019). As outlined in

Sections 1 and 2, this entailed the following: Step 1: selecting and defining the review topic; Step 2: identifying sources of relevant scientific literature; Step 3: selecting and deselecting prominent literature; Step 4: data extraction; Step 5: analysing and synthesising extracted data; Step 6: presenting the review findings for discussion; and Step 7: conclusion and recommendations. These guidelines were extremely valuable to me, as they allowed me to systematically conduct the research study while knowing that I was following all the necessary steps to produce a critical review research study. I found having these clear steps useful, and it significantly lessened my stress and anxiety in terms of conducting this research as it provided me with structure and a clear plan forward. Whenever I felt overwhelmed with the process that was ahead of me, I went back and determined at which stage of the process I was and what was necessary moving forward. Following these predetermined steps systematically also contributed greatly to the rigour of the research study, something that I was committed to ensuring throughout the research process.

In order to further ensure rigour, I employed Guba's (1981) model of trustworthiness, which entailed ensuring credibility, transferability, dependability, and confirmability. I ensured credibility by presenting the findings of the study truthfully and accurately while being monitored by the secondary reviewer (see Nieuwenhuis, 2016). As suggested by Amankwaa (2016), I also made sure to engage with the identified scientific literature thoroughly. This was particularly time consuming, as it meant that I spent many nights reading and re-reading the same articles in an effort to ensure that I fully understood their contents. Furthermore, I guarded against bias by having the secondary reviewer monitor my progress and findings (see Amankwaa, 2016). In addition, both the secondary reviewer and I, during Step 3 (selecting and deselecting prominent literature) of conducting the critical review research study (see Method of Investigation), adhered to the process of determining relevance

as described. Moreover, during Step 5 (analysing and synthesising the extracted data) of conducting the critical review (see Method of Investigation), I methodically reviewed the themes identified in the extracted scientific literature to further ensure credibility. I conducted the thematic analysis more than once to really make sure my themes were representative of the data.

Confirmability was ensured by, as discussed above, using the seven steps of conducting critical reviews as proposed by De Klerk and Pretorius (2019). This also helped to ensure transferability and that the findings of the critical review study can be replicated in future (see Amankwaa, 2016). Transferability was further ensured by using dense descriptions within the final report (see Section 2) as suggested by Nieuwenhuis (2016). To do this, I tried to discuss my themes comprehensively and logically. This ensured that all the necessary information and details about the scientific literature used for this critical review research study were included (see Nieuwenhuis, 2016).

Following the steps outlined by De Klerk and Pretorius (2019) helped with dependability as well. Dependability was further ensured by re-coding during the process of thematic analysis (see Krefting, 1991). Moreover, it helped me to feel more confident in knowing that the themes I ultimately identified were a true reflection of the data (see Nieuwenhuis, 2016).

In this particular research study (a critical review), the ethical risks involved were minimal. However, one of my primary concerns was to ensure that I conducted the research in a methodical and responsible manner (see Wager & Wiffen, 2011). In this regard, I felt a deep sense of responsibility, as the ultimate completion of this research study was on my shoulders as the primary reviewer. I am a registered MHSC Clinical Psychology student at the North-

West University. I completed the Training and Resources in Research Ethics Evaluation ethics training to ensure that not only was I aware of the ethical standards, guidelines, and principles that are important when conducting research but also that I was able to apply these standards, guidelines, and principles practically while conducting this research study.

I was most thankful to have an experienced secondary reviewer (Professor Werner de Klerk) who was able to provide me with guidance throughout the research process. Professor De Klerk is a registered research psychologist with extensive knowledge and research expertise within the school context and in conducting critical reviews and thematic analysis, which made him a valuable asset in the completion of this research study. This further helped ease my stress and anxiety, as he continuously monitored my progress and findings.

I received ethical approval (see Appendix A) from the Health Research Ethics Committee of the North-West University (NWU-00234-21-A1). In addition, I employed the ethical guidelines set out by Wager and Wiffen (2011) in conducting this research study. Again, this was to ensure that I worked ethically and was able to ultimately complete this research study. I made sure to avoid redundant publication by only submitting the article (see Section 2) to one journal, the *Journal of Psychology in Africa*, for publication. I also avoided plagiarism by ensuring that I made use of sufficient and appropriate in-text citations and by compiling an accurate, complete reference list. I compiled this reference list according to the guidelines stipulated by the American Psychological Association, seventh edition (see Complete Reference List).

In order to be transparent about the funding of this research study (see Wager & Wiffen, 2011), it should be noted that the costs of this critical review research study were covered by my North-West University postgraduate bursary. Wager and Wiffen (2011) also

suggest that two authors review the data extraction process to ensure accuracy; therefore, I worked collaboratively with the secondary reviewer throughout the research process. I further endeavoured to conduct myself in an ethical manner by remaining neutral and unbiased (see Wager & Wiffen, 2011). At times I had to remind myself to not make assumptions and, instead, to go back and look at what the available literature and data were indicating. Hence, I continuously guarded against slanting the findings of the critical review research study in any particular direction (see Wager & Wiffen, 2011).

Data Collection

The data collection process was a time-consuming, stressful part of conducting this research study. Not only was I concerned that I would not find enough scientific literature to conduct my research, but I also felt anxious regarding the possibility of unknowingly overlooking or missing scientific literature that should have been included in this research study. To avoid this, I made use of a systematic approach – one proposed by De Klerk and Pretorius (2019). I also made sure to take my time during the data collection process and work as thoroughly as possible. During this process, I specifically made use of the analytical framework known as SALSA (Search, Appraisal, Synthesis, and Analysis), as there were no formal guidelines available for quality appraisal in critical review studies (see Grant & Booth, 2009).

During the process of identifying keywords, I realised that I did not have the necessary research expertise to do so on my own. As a result, I consulted with a library information specialist (Mr Nestus Venter, North-West University librarian) to assist me in the process of determining keywords. This was ultimately extremely valuable, as it enabled me to identify keywords that led directly to the scientific literature I desired. During this process, the

following keywords were identified for my research study: “psychological well-being”, “mental well-being”, “teachers”, “South Africa”, and “critical review”. These keywords, together with Boolean search terms (“AND”, “NOT”, “*”, and “OR”), were used to identify scientific literature relevant to the research study in a variety of databases. Ultimately, these keywords produced 65 search results. This made me excited, as it meant that I would probably have enough scientific literature to conduct this critical review research study. In working through the 65 search results, I used my inclusion and exclusion criteria to determine which of the studies were relevant to my research study. While initially there were 65 search results, only six studies were finally included in the data analysis and interpretation process.

Data Analysis and Interpretation

Before I could analyse and interpret the data, I first had to construct a data extraction table in order to systematically organise the data as is suggested by De Klerk and Pretorius (2019). This process was relatively simple, as I had only six studies included in my final data pool. However, it was still time consuming, as I wanted to make sure that I extracted all the necessary information from the identified scientific literature. After familiarising myself with the data, I started extracting the relevant data from the identified scientific literature. This included extracting the publication information of the studies (i.e. authors, titles, and publication dates), the methods employed in the various studies, including the aims and designs of the studies, the samples used in the studies, and the findings or results and conclusions thereof. Throughout this process, I remained concerned that I would unintentionally neglect to include vital information in my data extraction table, and so I worked as systematically and thoroughly as possible in order to avoid this. Also, I constructed an initial table and later edited and refined it to ensure that it was comprehensive but not

overpopulated. I really wanted to make sure that I captured the essence of each study so as to make it clear to the readers of my research study.

When I was satisfied that I had extracted all the relevant data from the identified scientific literature, I started with the process of thematic analysis in accordance with the steps proposed by Braun and Clarke (2006). This entailed the following steps: Step 1: familiarising myself with the data; Step 2: generating initial codes; Step 3: searching for themes; Step 4: reviewing themes; Step 5: defining and naming themes; and lastly, Step 6: producing the report. Although I was familiar with thematic analysis, it was still a daunting process, as I was determined to accurately portray my data to the best of my ability. As a result, I conducted the thematic analysis, and specifically the coding, more than once in order to ensure that I could ultimately identify themes that best represented the data. Initially, I spent a lot of time on Steps 1 and 2 in order to ensure that I had a thorough understanding of my data and the subsequent codes that could relate to the data. I then searched for themes, and after identifying five themes, I reviewed them multiple times. Although this certainly was time consuming, it was also a rewarding process, as I afterwards felt that I had made substantial progress towards ultimately producing this mini-dissertation.

Findings

After the process of analysis and synthesis was finalised, it was time for me to present my findings. I knew I had to do so in a logical and critical manner, as suggested by De Klerk and Pretorius (2019); yet I found this process challenging. It was as if I knew what I wanted to say and what I needed to say, but I found myself unable to clearly express myself in discussing the findings of my research study. At this stage I decided to just do my best and stop overthinking the process; I realised that my own anxiety regarding wanting to present my

findings as accurately and comprehensively as possible was stopping me from doing so and that I just needed to start somewhere. It was at this stage that I again started to make progress and regained my will and enthusiasm to finish this study.

As discussed in Section 2, I ultimately identified the following five themes: teaching as a stressful occupation; intrapersonal factors that affect teachers' PWB; contextual factors that affect teachers' PWB; differences in levels of teacher PWB; and the consequences of high or low levels of teacher PWB. Due to my background in education and teaching, these findings were not only interesting to me but also representative of experiences I had had in the past as a teacher myself, thus making my findings even more meaningful to me personally.

The most prominent finding I consistently found in almost all of the available scientific literature on teachers' well-being was that teaching is a stressful occupation with a variety of challenges that are unique to the education sector. Although I found this to be true globally, it was especially true within the South African context. This came as no surprise, as the media regularly reports on the various challenges teachers face in South Africa. What was surprising, however, was the extent to which this stress affects teachers' physical and mental health.

I further found that various intrapersonal factors, such as teachers' self-efficacy, experience of hope and optimism, sense of belonging, internal motivation, and self-regulation might affect how teachers deal with the stressful nature of their occupation. Subsequently, these factors may also affect teachers' PWB. It was also made clear that the context within which teachers work is extremely important, and that various contextual factors, such as an empowering working environment, good leadership practices, a positive school climate, and supportive teacher colleagues can affect teachers' PWB. In my mind, this finding was

extremely valuable because these factors can arguably be improved upon within schools with relative ease, given the right resources and intervention strategies.

Interestingly, I also found that there were differences in different teachers' PWB when comparing different population groups. However, despite these differences, it was made clear that overall, teachers' PWB have important consequences for the education sector. This again highlights just how important it is to do research on teachers' PWB. It further showed me that more should be done to promote teachers' PWB in order to ultimately ensure the provision of quality basic education for all South Africans – something that I believe South Africa will undoubtedly benefit from greatly should it be realised in all schools across the country.

Conclusion

Despite initially feeling somewhat overwhelmed by the process of conducting the research study and writing this mini-dissertation, I quickly regained my enthusiasm for the research study once I started making progress. The process reminded me of not only my abilities but also my resilience. It also reminded me of my passion for the education sector despite no longer working directly within the field. It once again became apparent to me just how important it is to consider the PWB of the individuals within our society. Although the focus of this research study was specifically on teachers' PWB, it again reminded me of the fact that low levels of PWB within society, in general, can have detrimental effects on the lifespan of South Africans and, more broadly, on South Africa as a country itself. I will thus endeavour to ensure that this realisation stays with me throughout my career as a clinical psychologist in order to remember to not focus purely on the identification and treatment of psychopathology but to ensure that I also remain cognisant of my role in promoting PWB as well.

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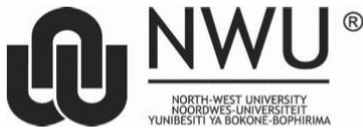
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APPENDIX A



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**North-West University Health Research Ethics
Committee (NWU-HREC)**

Tel: 018 299-1206
Email: Ethics-HRECApply@nwu.ac.za (for human
studies)

20 August 2021

ETHICS APPROVAL LETTER OF STUDY

Based on approval by the North-West University Health Research Ethics Committee (NWU-HREC) on 20/08/2021, the NWU-HREC hereby approves your study as indicated below. This implies that the NWU-HREC grants its permission that, provided the general conditions specified below are met and pending any other authorisation that may be necessary, the study may be initiated, using the ethics number below.

Study title: The psychological well-being of teachers in South Africa: A critical review																															
Principal Investigator/Study Supervisor/Researcher: Prof W de Klerk																															
Student: A Fourie - 27223868																															
Ethics number:	<table border="1"><tr><td>N</td><td>W</td><td>U</td><td>-</td><td>0</td><td>0</td><td>2</td><td>3</td><td>4</td><td>-</td><td>2</td><td>1</td><td>-</td><td>A</td><td>1</td></tr><tr><td colspan="3">Institution</td><td colspan="5">Study Number</td><td colspan="2">Year</td><td colspan="5">Status</td></tr></table>	N	W	U	-	0	0	2	3	4	-	2	1	-	A	1	Institution			Study Number					Year		Status				
N	W	U	-	0	0	2	3	4	-	2	1	-	A	1																	
Institution			Study Number					Year		Status																					
Status: S = Submission; R = Re-Submission; P = Provisional Authorisation; A = Authorisation																															
Application Type: Systematic review	Risk: <table border="1"><tr><td>Minimal</td></tr></table>	Minimal																													
Minimal																															
Commencement date: 20/08/2021																															
Expiry date: 31/08/2022																															
Approval of the study is provided for a year, after which continuation of the study is dependent on receipt and review of an annual monitoring report and the concomitant issuing of a letter of continuation. A monitoring report is due at the end of August annually until completion of the study.																															

General conditions:

While this ethics approval is subject to all declarations, undertakings and agreements incorporated and signed in the application form, the following general terms and conditions will apply:

- The principal investigator/study supervisor/researcher must report in the prescribed format to the NWU-HREC:
 - Annually on the monitoring of the study, whereby a letter of continuation will be provided annually, and upon completion of the study; and
 - without any delay in case of any adverse event or incident (or any matter that interrupts sound ethical principles) during the course of the study.
- The approval applies strictly to the proposal as stipulated in the application form. Should any amendments to the proposal be deemed necessary during the course of the study, the principal investigator/study supervisor/researcher must apply for approval of these amendments at the NWU-HREC, prior to implementation. Should there be any deviations from the study proposal without the necessary approval of such amendments, the ethics approval is immediately and automatically forfeited.
- Annually a number of studies may be randomly selected for active monitoring.
- The date of approval indicates the first date that the study may be started.
- In the interest of ethical responsibility, the NWU-HREC reserves the right to:
 - request access to any information or data at any time during the course or after completion of the study;
 - to ask further questions, seek additional information, require further modification or monitor the conduct of your research or the informed consent process;

- *withdraw or postpone approval if:*
 - *any unethical principles or practices of the study are revealed or suspected;*
 - *it becomes apparent that any relevant information was withheld from the NWU-HREC or that information has been false or misrepresented;*
 - *submission of the annual monitoring report, the required amendments, or reporting of adverse events or incidents was not done in a timely manner and accurately; and/or*
 - *new institutional rules, national legislation or international conventions deem it necessary.*
- *NWU-HREC can be contacted for further information via Ethics-HRECApply@nwu.ac.za or 018 299 1206*

Special conditions of the research approval due to the COVID-19 pandemic:

Please note: Due to the nature of the study i.e. (systematic review of previously published manuscripts), this study will be able to proceed during the current alert level, following receipt of the approval letter. No additional COVID-19 restrictions have been placed on the study except that the researcher must ensure that before proceeding with the study that all research team members have reviewed the North-West University COVID-19 Occupational Health and Safety Standard Operating Procedure.

The NWU-HREC would like to remain at your service and wishes you well with your study. Please do not hesitate to contact the NWU-HREC for any further enquiries or requests for assistance.

Yours sincerely,



Digitally signed by
Prof Petra Bester
Date: 2021.08.20
09:37:28 +02'00'

Chairperson NWU-HREC

Current details:(23239522) G:\My Drive\9. Research and Postgraduate Education\9.1.5.4 Templates\9.1.5.4.2_NWU-HREC_EAL.docm
20 August 2019
File Reference: 9.1.5.4.2

APPENDIX B

PROOF OF EDITING

Dr. L. Hoffman, APed (SATI), APRed (SAVI)

Klerksdorp

BA, BA(Hons), MA, DLitt et Phil, Certificate (English Grammar for Editors)

Accredited Professional Text Editor – English and Afrikaans (South African Translators' Institute)

Member of South African Translators' Institute – No. 1003545

Cell no: 079 193 5256

Email: larizahoffman@gmail.com

DECLARATION

To whom it may concern

I hereby confirm that I have proofread and edited this mini-dissertation.

Title of mini-dissertation

The psychological well-being of teachers in South Africa: A critical
review

Student

Anneke Fourie



Lariza Hoffman

Klerksdorp

26 May 2022