

GUIDELINES FOR ENHANCING SUSTAINABLE WELL-BEING OF PRIMARY SCHOOL TEACHERS

WANG SHUMIN

A thesis paper submitted in partial fulfillment of the requirements for the Degree of
Doctor of Philosophy Program in Educational Management for Sustainable Development

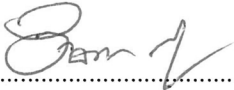
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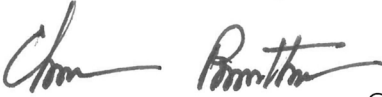
Thesis Title Guidelines for Enhancing Sustainable Well-being of Primary School Teachers

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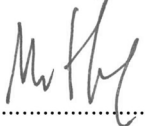
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ABSTRACT

This research aimed to study the current well-being of primary school teachers, develop guidelines for enhancing sustainable well-being, and evaluate the adaptability and feasibility of these guidelines. The study focused on five key aspects: cognitive well-being, subjective well-being, physical and mental well-being, social well-being, and self-rated well-being. The sample group consisted of 400 primary school teachers in Guangdong Province, selected through a two-stage sampling process. First, simple random sampling was used to select 1% of schools (8 schools) from a total of 10,614. Then, volunteer sampling was applied to select 400 teachers from a total of 969 within these schools. Additionally, 12 experts participated in the interview process, including 5 administrators and education specialists from two colleges, who evaluated the adaptability and feasibility of the guidelines.

The research employed four key tools: a questionnaire, interview forms, guidelines, and an evaluation form. After expert validation, the Item-Objective Congruence (IOC) index for the questionnaire ranged between 0.85 and 1.00. Data analysis methods included percentage, mean, standard deviation, content analysis, SWOT analysis, and TOWS matrix analysis. The results revealed that while the overall well-being of primary school teachers was high, disparities existed among different aspects. Social well-being ranked the highest, whereas physical and mental well-being remained at a moderate level. To address these issues, 32 specific guidelines were

developed, categorized as follows: 6 guidelines for improving the working environment, 6 for enhancing school culture and management, 5 for improving compensation and benefits, 7 for supporting vocational development, 5 for reducing work-related stress and burnout, and 3 for promoting cross-field cooperation and support. Expert evaluations confirmed that the guidelines were highly adaptable and feasible, with an average score between 4.5 and 5.0.

Based on these findings, the study suggests that society should improve teachers' social status and remuneration, increase investment in education, provide ample resources, and foster a supportive environment to enhance their job satisfaction and well-being. Schools should establish a collaborative and resourceful working environment, implement rational evaluation and incentive systems, prioritize teachers' mental health, and strengthen professional communication and cooperation. Meanwhile, teachers should focus on continuous self-improvement, refine their teaching methodologies, cultivate resilience and interpersonal skills, actively participate in professional training and psychological counseling, and enhance their well-being through self-reflection and emotional management.

Keywords: Well-being, guidelines, sustainability, primary school teachers

ชื่อเรื่อง	เกณฑ์สำหรับการเสริมสร้างความเป็นอยู่ที่ยั่งยืนของครู โรงเรียนประถม
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บทคัดย่อ

การวิจัยนี้มีวัตถุประสงค์เพื่อ ศึกษาสภาพความเป็นอยู่ที่ดีของครูระดับประถมศึกษาในปัจจุบัน พัฒนาแนวทางเพื่อส่งเสริมความเป็นอยู่ที่ดีอย่างยั่งยืน และประเมินความสามารถในการปรับใช้และความเป็นไปได้ของแนวทางดังกล่าว โดยการศึกษามุ่งเน้นความเป็นอยู่ที่ดี 5 ด้าน ได้แก่ ความเป็นอยู่ที่ดีทางสติปัญญา ความเป็นอยู่ที่ดีเชิงอัตวิสัย ความเป็นอยู่ที่ดีทางร่างกายและจิตใจ ความเป็นอยู่ที่ดีทางสังคม และความเป็นอยู่ที่ดีจากการประเมินตนเอง กลุ่มตัวอย่างประกอบด้วยครูระดับประถมศึกษา 400 คนในมณฑลกว่างตุงซึ่งได้รับการคัดเลือกด้วยกระบวนการสุ่มตัวอย่างสองขั้นตอน โดยขั้นตอนแรกใช้ การสุ่มแบบง่าย (Simple Random Sampling) เพื่อเลือกโรงเรียน 1% จากทั้งหมด 10,614 แห่ง คิดเป็น 8 โรงเรียน จากนั้นใช้ การสุ่มเลือกแบบอาสาสมัคร (Volunteer Sampling) เพื่อคัดเลือก ครู 400 คนจากประชากรทั้งหมด 969 คน ในโรงเรียนเหล่านี้ นอกจากนี้ยังมีผู้เชี่ยวชาญ 12 ท่าน เข้าร่วมกระบวนการสัมภาษณ์ โดยมีผู้เชี่ยวชาญ 5 ท่าน เป็นผู้บริหารและผู้เชี่ยวชาญด้านการศึกษา จากวิทยาลัย 2 แห่ง ทำหน้าที่ประเมินความสามารถในการปรับใช้และความเป็นไปได้ของแนวทางที่พัฒนา

งานวิจัยนี้ใช้ เครื่องมือวิจัยหลัก 4 ประเภท ได้แก่ แบบสอบถาม แบบสัมภาษณ์ แนวทางการพัฒนา และแบบประเมิน หลังจากผ่านการตรวจสอบจากผู้เชี่ยวชาญ พบว่า มีค่าความเที่ยงตรงของแบบสอบถาม (IOC) อยู่ระหว่าง 0.87 - 1.00 ทั้งนี้การวิเคราะห์ข้อมูลใช้วิธีการทางสถิติในการวิเคราะห์ ค่าร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน การวิเคราะห์เนื้อหา การวิเคราะห์ SWOT และการวิเคราะห์ TOWS Matrix

ผลการวิจัยพบว่า ระดับความเป็นอยู่ที่ดีโดยรวมของครูระดับประถมศึกษาอยู่ในระดับสูง แต่มีความแตกต่างกันในแต่ละด้าน โดยความเป็นอยู่ที่ดีทางสังคมอยู่ในระดับสูงสุด ขณะที่ความเป็นอยู่ที่ดี

ทางร่างกายและจิตใจอยู่ในระดับปานกลาง เพื่อลดช่องว่างดังกล่าว ได้มีการพัฒนาแนวทางขึ้นมาจำนวน 32 ข้อ ประกอบด้วย แนวทางในการปรับปรุงสภาพแวดล้อมการทำงาน จำนวน 6 ข้อ แนวทางในการพัฒนาวัฒนธรรมและการบริหารโรงเรียน จำนวน 6 ข้อ แนวทางในการปรับปรุงค่าตอบแทนและสวัสดิการ จำนวน 5 ข้อ แนวทางในการสนับสนุนการพัฒนาอาชีพ จำนวน 7 ข้อ แนวทางในการลดความเครียดจากการทำงานและภาวะหมดไฟ จำนวน 5 ข้อ และ แนวทางในการส่งเสริมความร่วมมือและการสนับสนุนแบบข้ามศาสตร์สาขา จำนวน 3 ข้อ จากการประเมินโดยผู้เชี่ยวชาญยืนยันได้ว่าแนวทางที่พัฒนาขึ้นมีความสามารถในการปรับใช้และมีความเป็นไปได้สูง โดยมีคะแนนเฉลี่ยอยู่ระหว่าง 4.5 - 5.0 คะแนน จากผลการวิจัยนี้เสนอแนะว่า สังคมควรให้ความสำคัญเคารพต่อครู ยกย่องสถานะทางสังคมและค่าตอบแทนของครู เพิ่มการลงทุนด้านการศึกษา จัดสรรทรัพยากรที่เพียงพอ และสร้างสภาพแวดล้อมที่เอื้อต่อความพึงพอใจและความเป็นอยู่ที่ดีของครู โรงเรียนควรสร้างบรรยากาศการทำงานที่สนับสนุนและร่วมมือกัน จัดหาทรัพยากรที่เพียงพอ พัฒนาระบบประเมินผลและแรงจูงใจที่เหมาะสม ให้ความสำคัญกับสุขภาพจิตของครู และส่งเสริมการสื่อสารและความร่วมมือระหว่างบุคลากรทางการศึกษา ในขณะเดียวกัน ครูควรมุ่งเน้นการพัฒนาตนเอง ปรับปรุงแนวคิดด้านการศึกษา พัฒนาทักษะการสอน สร้างความยืดหยุ่นทางจิตใจและทักษะการสื่อสาร เข้าร่วมอบรมพัฒนาอาชีพ และการให้คำปรึกษาทางจิตวิทยาอย่างต่อเนื่อง และเสริมสร้างความเป็นอยู่ที่ดีของตนเองผ่านการไตร่ตรองและการบริหารจัดการอารมณ์

คำสำคัญ: ความเป็นอยู่ที่ดี, แนวทาง, ความยั่งยืน, ครูระดับประถมศึกษา

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Wang Shumin

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Chapter 1

Introduction

Rationale

The pursuit of well-being is human instinct and ultimate need. After people's basic survival needs are met, everyone will pursue well-being. The 66th United Nations General Assembly announced on June 28, 2012 that the pursuit of well-being is a basic goal of human beings, well-being are universal goals and expectations in human life around the world, March 20 will be designated as March 20 every year in the future. "International Day of well-being". Well-being has become an interdisciplinary research topic and has attracted the attention of more and more scholars and policymakers. Well-being can reduce divorce rates, promote educational and occupational success, help people build strong friendships, and improve people's physical health (Huppert, 2009; Diener, 2010).

On November 20, 2017, the "Opinions of the Central Committee of the Communist Party of China and the State Council on Comprehensively Deepening the Reform of Teacher Team Construction in the New Era" stated: It is necessary to cultivate tens of thousands of educator-type teachers. By 2035, teachers will have comprehensive quality, professional level and innovation ability have been greatly improved. Teachers have a sense of well-being in their positions, a sense of accomplishment in their careers, and a sense of honor in society. Teaching has become an enviable profession. As a powerful guarantee for the revitalization of the country and the prosperity of the nation, the development of the country cannot be separated from education, and the development of education cannot be separated from teachers. As the disseminators of national culture and morality, teachers' every word and deed will have a profound impact on students.

In academia, systematic research on well-being has expanded with the rise of positive psychology. For a long time, psychology has paid more attention to negative emotions and mental states such as depression and anxiety, while paying less attention to positive emotions and mental states such as happiness, joy, satisfaction, and optimism. Out of dissatisfaction with the shortcomings of traditional psychological research models, some psychological researchers began to explore and study the positive aspects of people from the mid-to-late 1990s. With the continuous development of health psychology and humanistic psychology, positive psychology Since the advent of science, positive psychologists represented by American psychologists such as Seligman have conducted extensive and in-depth research on people's positive emotions. They believe that psychology needs to study the bright side of people. The merits and values of people need to be studied (Ryff, 1989; Dinner E, 1993; Seligman, 1998).

After the 1990s, driven by positive psychology, well-being research entered the field of education. Many scholars and experts paid more attention to the actual state of teachers' professional life from the perspectives of psychology, sociology, pedagogy, etc., such as teachers' survival Status and mental health, job satisfaction, and well-being issues. Kahneman (2002) promoted the Chinese scholar Xi Xiyuan's "well-being" research in his Nobel Prize speech, which made people discover that there is a deeper goal in life, which is the pursuit of well-being. As a result, well-being, as a major research field of positive psychology, has received special attention, and well-being has become a hot issue in the academic world.

Among the countries and regions surveyed by the Teaching and Learning international Survey (2018), 21% of school principals stated that there is a lack of qualified teachers, and the proportion in Vietnam even exceeded 50%; in France, Spain and Sweden, less than 10% of teachers believed that There is value in teaching and the attractiveness of the teaching profession is gradually decreasing. Teaching has always been considered a stressful, low-paying, and emotionally demanding profession. This need has only increased during the global pandemic due to distance learning, hybrid instruction, and COVID learning losses. Not surprisingly,

teacher stress, burnout, and attrition appear to be worsening in the wake of this challenging period (Derembse, 2021; Steiner, 2021; Robinson, 2022; Yang Jinfeng, 2021; Zhang Zhaoqin, 2022).

Tan Chuanbao (2010), teacher well-being is the need for teachers' own professional development. Only when teachers experience well-being in a good working environment can they achieve positive growth and achieve their professional development. The career choice of teachers is closely related to human well-being and self-improvement. Studying teachers' well-being not only has a positive effect on teachers' own professional development, but also has important educational value and social significance.

The latest data from the Ministry of Education's (2021) "National Education Statistics in 2020" show: "The total number of full-time teachers in primary schools nationwide in 2020 was 6,269,084". Primary school teachers are the main force of front-line workers in education. The quality of their lives and work determines the quality of educational development. The problems they have are the problems that exist in current education. Their work is the key to the entire education, because the development of education cannot be separated from a stable teaching team, and a stable teaching team needs job satisfaction and professional well-being to support it.

A survey by the Institute of Basic Education of the Beijing Academy of Educational Sciences (2017) found that 64.5% of teachers felt that the pressure was relatively high or very high, and even negative phenomena such as burnout occurred. 46.3% of teachers think that being a primary school teacher is difficult and too hard; 84.7% of teachers feel that the work pressure of primary school teachers is too great and affects their lives; 80.2% of teachers feel that primary school teachers are not a good profession.

The primary school stage is a critical period for students' individual psychological development. They learn knowledge and receive education in school, which causes tremendous changes in many aspects of cognition, emotion, will, and personality, and produces many significant characteristics in their physical and mental development and inner world (David R. Shaffer, 2009). Primary school

teachers in the compulsory education stage face lively and active primary school students every day and deal with numerous and trivial problems. Primary school teachers with a high sense of well-being have great enthusiasm for work and high motivation in the process of education and teaching. They will also be particularly patient, caring and responsible for students, and their education will be "moisturizing and silent" for students. In the long run, teachers will pass on well-being to students, and primary school students will enjoy well-being education from the beginning of school, laying a good psychological foundation for further in-depth learning. Whether primary school teachers feel well-being will have an important impact on their teaching work, thereby affecting the learning and growth of primary school students.

As stated in the review, this study was based on four reasons: social development needs, psychological development needs, teachers' sustainable development needs, primary education needs. Paying attention to improving the well-being of primary school teachers is conducive to the advancement of basic education reform, the improvement of education quality, and is more conducive to teachers themselves experiencing a well-being and complete educational life. The author hopes to formulate guidelines for sustainable well-being of primary school teachers through investigation and research on the well-being of primary school teachers, so that all sectors of society and schools can take some measures for this group to enhance their sustainable well-being.

Research Questions

1. What is the current situation and influencing factor of well-being of primary school teachers?
2. What are the guidelines for enhancing sustainable well-being of primary school teachers?
3. What are the adaptability and feasibility of the guidelines for enhancing sustainable well-being of primary school teachers?

Research Objectives

1. To study the current situation and influencing factor of well-being of primary school teachers.
2. To develop the guidelines for enhancing sustainable well-being of primary school teachers.
3. To evaluate the adaptability and feasibility of guidelines for enhancing sustainable well-being of primary school teachers.

Scope of the Research

Population and the Sample Group

Population

According to data released by the Guangdong Provincial Department of Education in 2022, there are 10614 primary schools in Guangdong, the total number of full-time teachers in primary schools is 602033.

The Sample Group

According to Krejcie and morgan's table, the sample group for this study was 400 teachers at 8 primary school in guangdong. 8 primary school including Heyuan City No. 3 Primary School, Xiacheng Primary School, Huangzidong Primary School, Xiantang Primary School, Chuantang Central Primary School, Longchuan Experimental Primary School, Sankeng Primary School, Hongguang Primary School.

This information-providing interview group aims to provide guidance for enhancing sustainable well-being of primary school teachers. The research subjects are 12 teachers including principals and professional teachers of primary school. The qualification requirements for interviewees are: 1) senior teacher or above academic title; 2) more than 5 years of primary school management experience; 3) working as a primary school teacher for more than 10 years.

This study aims to develop guidelines for enhancing sustainable well-being of primary school teachers based on existing literature, preliminary interview results and survey results. The experts who evaluated the adaptability and feasibility of the "guidelines for enhancing sustainable well-being of primary school teachers" were five

high professional title experts. The qualification requirements for experts are as follows: 1) More than 15 years of primary school education work experience; 2) Rich experience in education management; 3) Assistant professor or above academic title.

The Variable

Input indicators (Independent Variable):

According to the analysis of relevant theories and research, the factors affecting the sustainable well-being of primary school teachers are as follows: Demographic variables, work environment, school culture and management, policy, benefits, Career development, Work stress and burnout.

Output indicators (Dependent Variable):

Guidelines for enhancing sustainable well-being in primary school teachers.

Content

1. Study the current status of primary school teacher well-being and its influencing factors, enhancing sustainable well-being in primary schools teachers.
2. Formulate guidelines for enhancing sustainable well-being in primary school teachers, invite evaluation experts to verify the practicality and feasibility of these guidelines.

Time

The study period is from February to August 2024 and is divided into the following stages:

- 1) March to April 2024, receipts will be collected through questionnaires and data analysis and literature research will be conducted. Combined with the literature review, understand the current status and influencing factors of primary school teacher well-being at China and abroad.
- 2) May to June 2024, research and develop guidelines for enhancing sustainable well-being in primary school teachers, invite evaluation experts to verify the practicality and feasibility of these guidelines.
- 3) July to August 2024, summarize the research results, complete the paper, and publish the paper.

Advantages

For student: Research on the well-being of primary school teachers provides prerequisites for improving the well-being of primary school students. The ultimate goal of studying primary school teachers' well-being is to enable teachers to have a good educational process, thereby improving students' good school life. Improve the well-being of primary school teachers, let primary school teachers influence the well-being of primary school students, and teach optimistic and positive primary school students.

For teacher: The well-being of primary school teachers is related to the living conditions of primary school teachers and their daily life attitude. Understanding the well-being level and factors affecting well-being of primary school teachers can provide a basis for improving the overall quality of life of primary school teachers. Research on the well-being of primary school teachers provides necessary conditions for the professional development of teachers. The professional development of teachers is the improvement process of the entire teaching career. Teacher well-being is also a necessary condition for the development of the entire teaching career. Research on primary school teachers' well-being provides necessary conditions for teachers' professional development.

For school: For school experts, it is very important to understand the different stages of teacher development, which strengths play a key role in the formation and development of teachers' well-being, and to find the relevant factors. Improving the well-being of primary school teachers is conducive to maintaining teacher stability and promoting school development and progress. This study provides reference and basis for the management of primary school teachers and the formulation and improvement of related policies, and also provides guidelines for improving the sustainable well-being of primary school teachers.

For social: Enhancing well-being of primary school teachers can reduce job burnout and turnover rates, stabilize the teaching workforce, and save on recruitment costs, thereby ensuring the continuity of education. Moreover, teachers' well-being can also reflect the overall well-being index of the social environment,

and it helps to foster a positive atmosphere of respecting and valuing teachers, promoting social harmony and educational equity. Paying attention to the well-being of primary school teachers is an important measure to drive the high-quality development of the education sector and achieve social progress.

Definition of Terms

The topic of this study is a guidelines for enhancing sustainable well-being in primary schools teachers, which has the following 10 concepts:

Well-being

Well-being is people's perception, understanding and judgment of the degree of satisfaction of their own needs. It is people's perception, understanding, judgment and expression of what kind of life state they are in. Pleasure, happiness, comfort, proximity, and satisfaction are specific manifestations of well-being.

Teacher Well-being

Teacher well-being is firstly based on the teaching position itself and is an experience of success achieved by teachers in the process of fulfilling their job responsibilities. Secondly, success in the teaching position is closely related to his personal professional development. Success in the position is the realization of personal professional ability in the position. Finally, there is the joyful state produced by teachers' advantageous needs being satisfied in the process of performing their duties. Therefore, this study defines teacher well-being as teachers' positive evaluation and pleasant psychological experience of satisfying their own advantage needs in the process of performing their duties.

Cognitive well-being

Cognitive well-being refers to a series of knowledge and skills that teachers need to work effectively. Its core elements focus on teachers' cognitive abilities, especially the level of teacher self-efficacy and ability to focus on work.

Subjective well-being

Subjective well-being as a good psychological state, that is, people's positive or negative emotional response to their lives, includes three elements: First, life

evaluation, which reflects an individual's feelings about life or specific aspects. reflective evaluation; the second is emotional state, used to reflect an individual's emotional state or special feelings at a specific point in time; the third is well-being realization, used to reflect an individual's perception of the meaning and purpose of life or a good psychological state.

Physical and mental well-being

Physical and mental well-being is the basic guarantee for people's well-being life. The work pressure experienced by teachers may lead to teachers' physical and mental discomfort. Teachers have physical and mental discomfort to measure the quality of teachers' physical and mental health, including teachers' physical and mental symptoms and the frequency of occurrence of physical and mental symptoms.

Social well-being

Social well-being refers teaching is not an independent job, but a part of the entire education system and even the entire social system. The frequency of contact between teachers and others (students, colleagues, principals, etc.) and the quality of mutual relationships have a positive or negative impact on teachers' well-being, including relationships with colleagues, relationships with principals, teacher-student relationships, and trust.

Self-rated Well-being

Self-rated well-being refers encapsulates teachers' subjective evaluation of their overall life quality, integrating professional achievements and personal fulfillment. Self-rated well-being serves as a holistic indicator of sustainable well-being, reflecting the integration of multiple life aspects into a cohesive sense of purpose and satisfaction.

Guideline

Guideline refers to providing methods and suggestions for people to help organizations achieve specific goals or solve problems. This research guideline is a text or tool that provides detailed methods and suggestions for primary school teachers to achieve sustainable well-being.

Sustainable

Sustainable development means that individuals, guided by the scientific outlook on development, consciously and proactively acquire research-based and lifelong learning in various aspects such as emotional consciousness, aesthetic taste, knowledge and skills, behavioral attitudes and values, aiming at the lifelong development of their own careers and professions, the driving force and educational power for continuous and harmonious development.

Sustainable Well-being

Sustainable well-being is largely determined by individual purposeful activities. Purposeful activities involve simple positive, self-managed cognitive-behavioral guidelines designed to reflect the thoughts and behaviors of naturally happy people and, in turn, enhance the performer's well-being.

Primary school teachers

Primary school teachers refer to professionals who have obtained primary school teacher qualification certificates in various subjects and specialize in education and teaching in primary schools. They are responsible for teaching subjects such as educational Chinese, mathematics or English in primary schools. Some teachers also serve as class managers, experts, etc. In this study, primary school teachers included 400 teachers from 8 primary schools in Guangdong.

SWOT Analysis

SWOT Analysis refers to a strategic planning tool used to evaluate the internal strengths and weaknesses (Strengths and Weaknesses) and external opportunities and threats (Opportunities and Threats) of an organization, project, or individual. By systematically analyzing these four dimensions, SWOT analysis helps decision-makers develop effective strategies to maximize strengths, compensate for weaknesses, seize opportunities, and respond to potential threats.

TOWS Matrix

TOWS Matrix refers to an extension tool of SWOT analysis, which is used to systematically match internal strengths and weaknesses with external opportunities and threats to generate specific strategic options. The TOWS Matrix helps

organizations or individuals develop more targeted and actionable strategies by cross-analyzing internal and external factors. The name of the TOWS Matrix comes from the reverse order of SWOT, emphasizing the process of derivation of strategies from the inside to the outside.

Research Framework

This study is based on positive psychology and focuses on the well-being of primary school teachers. It first investigates the current status of teachers' well-being in four dimensions: cognitive, physical and mental, subjective, and social. Then, it explores the factors influencing sustainable well-being, including teacher personality traits, work environment, national policies, and external environment. Finally, it develops guidelines for enhancing well-being using data analysis, SWOT, and TOWS analyses and evaluates their adaptability and feasibility.

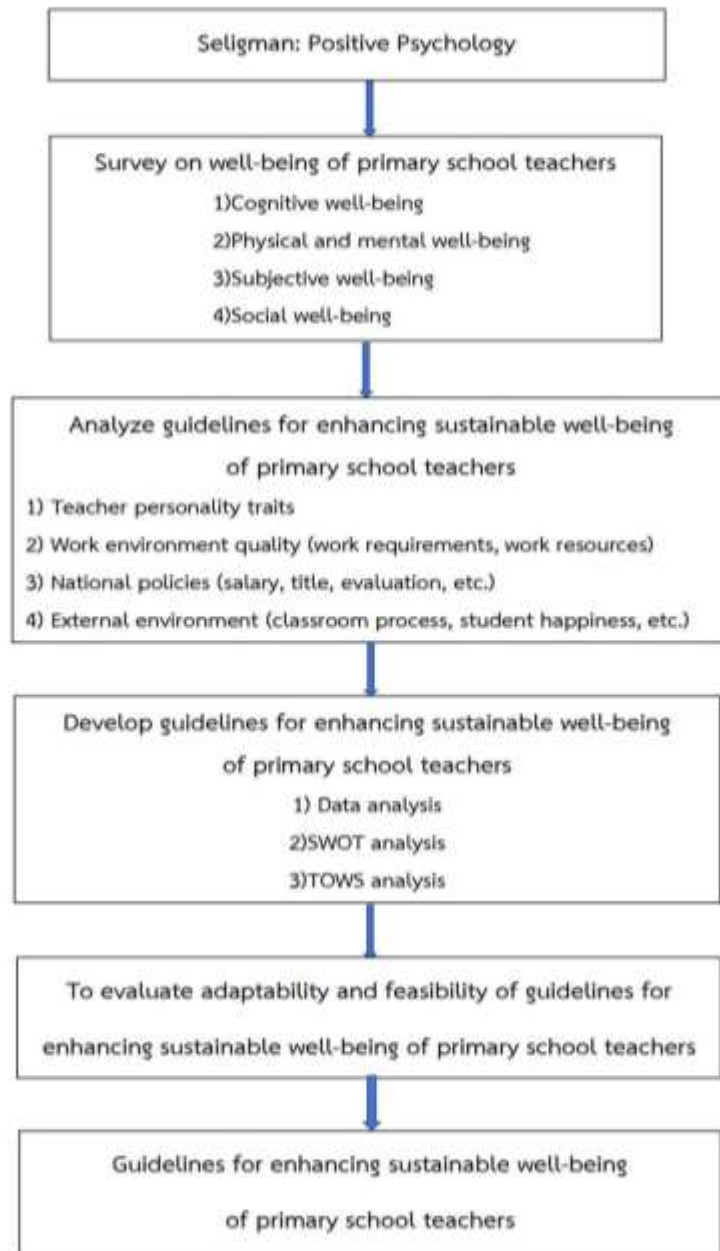


Figure 1.1 Research Framework

Chapter 2

Literature Review

Teacher well-being and related research have attracted the attention of scholars at China and abroad. This study conducted a detailed review and combining with reference to the theories and research results of relevant domestic and foreign scholars on teacher well-being, as well as the research on related factors that affect teacher well-being. On this basis, the researcher analyzed the literature and related research results from the following aspects:

1. Well-being
2. Guideline
3. Sustainable
4. Primary School Teachers
5. Related research

The details are as follows.

Well-being

Regarding well-being, researchers have studied its definition, theoretical, characteristics, structure, differences, evaluation and influencing factors. This study will summarize and analyze from the following aspects.

Definition of well-being

Looking at the English literature, researchers have used both "well-being" and "happiness", there is currently no unified opinion. Happiness is pleasant, which is more specific. Well-being refers to a good state, a good feeling, more abstract, including health and happiness. This study chose "well-being" to describe it.

Aristotle believed that human well-being is an activity of the soul in accordance with complete virtue. He emphasized that happiness is not merely a fleeting emotional experience, but a long-term state achieved through the practice of virtue and the pursuit of excellence. Aristotle argued that true happiness stems from

the comprehensive development of an individual's moral and intellectual capacities, which enables the individual to find meaning and fulfillment in complex social environments. His views provided a theoretical foundation for the "realization theory" in modern psychology, emphasizing that the essence of well-being lies in the full realization of an individual's potential.

The World Health Organization (WHO, 1948) defined health as a state of complete physical, mental, and social well-being, not merely the absence of disease or infirmity. WHO's definition highlights the holistic nature of well-being, considering it a core component of health.

Veenhoven (1984) defined well-being as an individual's positive evaluation of the overall quality of their life. He argued that well-being encompasses not only emotional pleasure but also cognitive assessments of various aspects of life. He introduced the concept of "life satisfaction," viewing it as a core component of subjective well-being. Diener (1984) defined well-being as people's emotional and cognitive evaluations of their lives. He proposed a three-dimensional model of subjective well-being (SWB), including positive affect, negative affect, and life satisfaction. Diener believed that well-being is subjective, with an individual's overall evaluation of their life being central to well-being. His research provided standardized tools for measuring well-being, emphasizing its multidimensionality and individual variability.

Myers & Diener (1995) viewed well-being as the sum of satisfaction and positive emotions individuals derive from their lives. They emphasized that well-being includes not only emotional pleasure but also an individual's perception of life's meaning. Their research revealed a close relationship between well-being and mental health, considering well-being an important indicator of mental health.

Seligman & Peterson (2001) linked well-being to an individual's signature strengths, which are associated with specific virtues. They argued that well-being arises from individuals practicing and leveraging their unique strengths to achieve self-worth. Their research provided a significant theoretical foundation for the development of positive psychology, emphasizing the realization theory perspective

on well-being. Hornung (2006) regarded well-being as the highest and ultimate motivation in people's lives. He emphasized that well-being is an intrinsic driving force behind individual behavior, serving as the core goal for individuals seeking meaning and fulfillment in life. Hornung's research supported the motivational theory of well-being, viewing it as a key factor influencing individual decision-making and behavior.

Sundriyal & Kumar (2014) described well-being as a psychological or emotional state characterized by positive or pleasant emotions. They argued that well-being is a crucial component of mental health, significantly impacting an individual's quality of life and social functioning. Veenhoven (2015) defined life satisfaction as an individual's positive evaluation of the overall quality of their current life. He emphasized that life satisfaction is a core dimension of well-being, reflecting an individual's comprehensive assessment of various aspects of life.

In summary, well-being is a multidimensional concept involving an individual's psychological state, quality of life, and life satisfaction. Different scholars have defined and elaborated on well-being from various perspectives, providing an important foundation for theoretical and practical research on well-being.

Theories of well-being

Scholars in different disciplines study well-being from different angles, such as philosophy, psychology, organizational behavior, sociology, etc.

Well-being Theory in Philosophy: According to different philosophical backgrounds, it is divided into Hedonic theory and Realizationism theory. Well-being can be divided into two categories: subjective well-being and psychological well-being. Subjective Well-Being (SWB) is a comprehensive psychological index that evolved from realization theory and is used to measure people's quality of life. Psychological Well-Being (PWB), evolved from the theory of realization, refers to the evaluation of the good state of human psychological functions and the degree of realization of potential. Psychological well-being mainly emphasizes "striving to express perfect true potential."

The representative figures of Hedonic theory are Epicurus and Bentham. Epicurus believed that a happy life is the highest level of human good. All human activities are based on the ability to obtain well-being, and the ultimate goal is to obtain well-being. Bentham's utilitarian view of well-being particularly emphasizes personal well-being. He believes that if personal well-being cannot be realized and satisfied, then the well-being of the country and society is a luxury. Everyone should consider the well-being of others and society appropriately while considering their own well-being (Miao Litian, 1989).

The representatives of Realizationism theory are Socrates and Plato. Socrates affirmed man's pursuit of well-being and believed that the ultimate goal of all human activities is well-being. He believes that every behavior and everything has a purpose, and well-being is the only purpose we pursue for its own sake. Plato believes that virtue and wisdom are the true well-being of life, pursuing pure spiritual well-being.

ERG Theory: Well-being is the continuous sense of well-being generated by the satisfaction of various needs. The ERG needs theory was proposed by Clayton Alderfer, a professor of organizational behavior at Yale University in the United States. It has been recognized by more and more scholars after empirical testing. Alderfer (1969) believes that people have three core needs, namely, the need for survival (Existence), the need for relatedness (Relatedness), and the need for growth and development (Growth). Therefore, this theory is called the "ERG" theory.

Among them, survival needs are related to the basic material needs of human beings, which involve the needs of some of the most basic conditions, such as clothing, food, housing, transportation, and working environment; interrelationship needs refer to individuals' needs for good interpersonal relationships, mainly referring to work. The need for trust, team belonging, recognition, and friendship when interacting with people in school or life; the need for growth and development refers to the individual's inner desire to pursue self-improvement, hoping that individual potential will be realized and talents developed, and it is important for learning, professional title promotion, and training and needs for further education, job

promotion, etc. The ERG theory mainly studies the motivation issues of employees in work situations, which also reflects how to improve employees' well-being, and is applicable to research on improving teachers' well-being.

Personality Theory: Regarding what type of people can have a higher level of well-being, personality theory believes that the levels of well-being experienced by different personality traits are quite different. Personality is closely related to subjective well-being and is an important factor affecting subjective well-being. Diener (1984) believes that personality factors are very reliable and powerful in measuring well-being. They can influence people's attitudes and behaviors in life, increase or strengthen the possibility of experiencing certain events, and thus affect the level of well-being.

Kan Jieqiong (2013) studied the impact of personality on subjective well-being and found that, generally speaking, people with extraverted personality have higher levels of subjective well-being because they are better at communicating with people, participating in social situations and experiencing. During life events, they show a more positive attitude, experience more positive emotions, and have a higher evaluation of their overall state; people with high neuroticism are often in a state of anxiety and have large mood swings, the level of subjective well-being is negatively correlated with neurotic personality; psychoticism usually manifests itself in negative personality traits such as loneliness, hostility, and callousness. Relatively speaking, subjective well-being has a smaller negative correlation with psychoticism.

Social Comparison Theory: Social comparison theory was proposed by American social psychologist Leon Festinger in 1954. It is the theory that each individual uses others as a comparison scale to evaluate himself in the absence of objectivity. Social comparison theory includes three processes: 1) The acquisition of social information, which comes from the people or events seen or thought about. 2) Think and compare the information obtained, analyze the similarities and differences between it and yourself. 3) Cognitive, emotional, and behavioral responses to this comparison.

This theory holds that the level of well-being can be presented by comparing an individual's conditions with a certain standard. When the conditions are higher than the set standard, the level of well-being is high; otherwise, the level of well-being is low. You can compare yourself with others, or you can compare yourself at different stages. Evaluation criteria can be derived from subjective settings or objective provision.

Positive Psychology: In January 1998, the Akumal Conference was a milestone in the development of positive psychology. Positive psychology is the field of psychology that studies what makes life most worth living, focusing on individual and social well-being. It studies "positive subjective experiences, positive personal characteristics and positive institutions, and it aim to improve the quality of life."

Seligman (2002) proposed the Happiness 1.0 theory, which states that all human activities are aimed at achieving happiness. In True Happiness, happiness is explained by three elements, including positive emotions, engagement, and meaning. People with the most positive emotions, the greatest engagement, and the highest meaning in life are correspondingly the happiest, and therefore the most satisfied with their lives.

In the study of Happiness 2.0, the main goal of positive psychology is to evaluate and thrive in life. Seligman (2010) points out that the theme of positive psychology consists of several measurable elements, each of which contributes to happiness, but none of which simply defines happiness. Seligman's happiness 2.0 theory consists of five elements, all of which have three characteristics: 1) It has a specific contribution to the study of happiness 2.0 theory; 2) Many people see it as an ultimate pursuit, rather than a way to pursue anything else. 3) Its definition and measurement are independent of other elements. Seligman's five elements of happiness are Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment. The PERMA happiness model is short for these five elements of happiness, and each element corresponds precisely to a happy life.

1) Positive emotion

Emotions can be divided into positive emotions (positive emotions) and negative emotions (negative emotions), and positive emotions are how people feel: pleasure, warmth, comfort, happiness, etc. More positive emotions can promote people's positive inner experience and effectively predict the happiness index in a positive way. Positive emotions will help people better adapt to the surrounding environment, promote people to constantly broaden their understanding and help people better cope with the threats of the external environment. Positive emotions are more likely to promote people's development and happiness, and a successful life with positive emotional elements can be called a "Pleasant life".

2) Engagement

Engagement is a process related to flow, that is, being completely immersed in an engaging activity while time seems to stand still. When an individual is in an engaged state, he generally lacks thoughts and feelings, and the subjective feeling of pleasure stays more in the present, while the subjective feeling of investment depends more on recalling. A successful life with an Engagement element can be called an "Engagement life."

3) Interpersonal relationship

Seligman believes that positive Relationships have a profound positive effect on happiness. Relationships are people's social assets, and people continue to invest in their "relationships" to obtain the support of others and reduce loneliness, and finally get what they need.

4) Meaning

Meaning refers to belonging to or being committed to something that one feels is beyond oneself. When you define your life and achieve your purpose in life, life has meaning. Such a Life is called a "Meaningful Life". In order to achieve certain tasks and results, goals and directions are particularly important, and the achievement of meaning has a positive predictive effect on the realization of happiness.

5) Accomplishment

Accomplishment is the feeling of achieving a goal through efforts, having mastery over the goal, and having a certain degree of control over the completion of the task. Seligman notes that people whose goal in life is achievement often do what they can to get closer to happiness, whether it's by being more engaged in their work, more comfortable with failure, or expressing glee and joy at success. Happiness comes inadvertently from the process of achieving achievements, whether it is a moment of accomplishment or the practice of working long and hard to reach the goal of achievement.

The field of study has grown steadily over the years as researchers look for common ground and build on better well-being. To sum up, there are many theories about well-being, and they are not all the same, which illustrates the richness of the connotation of well-being and also shows that well-being is a multi-faceted, multi-level, complex and multi-dimensional system.

Definition of teacher well-being

Teacher well-being in this study is a subordinate concept of well-being. It is a comprehensive study on "well-being" based on the integration of teachers' individual psychological state and social psychological state based on the study of "well-being". Therefore, it is necessary to further analyze the "teacher well-being" in the analysis of "well-being". The definition of teacher happiness is summarized in Table 2.1.

Table 2.1 List of teachers' well-being definition

No.	Author	Definition
1	Tan Chuanbao (2002)	Teacher well-being is a subjective living state, which is manifested as teachers' ability to freely realize their professional ideals in their work.
2	Liu Cilin (2003)	Teacher well-being mainly refers to the sense of happiness and satisfaction that work brings to teachers. In this process, teachers can realize their career ideal and potential, and their needs can also be met.
3	Shu Congmin (2003)	Teacher well-being refers to the happy experience that people get in professional activities.
4	Joan E.van Horn. etc (2004)	Teacher well-being includes teachers' professional, social, cognitive, emotional feelings and physical and mental conditions.
5	Elizabeth Homes (2006)	Teacher well-being includes physiological, emotional, intellectual, psychological and spiritual happiness.
6	Jiang Yan (2006)	Teacher well-being is a subjective experience. If an individual can positively evaluate his or her physical health, work emotion and work effectiveness, he or she will be happy.
7	Cao Zhong (2011)	Teacher well-being is a kind of living state of self-satisfaction and self-pleasure generated by teachers' unremitting efforts to realize their professional ideal and harmonious and free development on the basis of correct understanding of happiness.
8	Zhao Bin & Li Yan & Zhang Dajun (2012)	Teacher well-being is a positive and stable emotional experience, which is influenced by career goals, work motivation, income level and other factors.

Table 2.1 (Continued)

No.	Author	Definition
9	Miao Yuanjiang (2012)	Teacher well-being refers to the experience that teachers can freely give full play to their potential, meet their material and spiritual needs, and realize their ideals and values. It is of great value in guiding people to be uplifting, happy, active in work, happy in life, and to build a harmonious society.
10	Tu Yuanlin (2013)	Three conditions for teachers to have a high sense of happiness: First, to devote themselves to the work; The second is to adhere to the reflection of work, and the third is to pay attention to the details of happiness in daily work.
11	Li Guobao (2013)	Teacher well-being refers to the satisfaction teachers need in their educational work, the freedom to realize their professional ideals, the realization of their potential, the realization of their own harmonious development, and the growth of their strength continuous happy experience.
12	Wang Chuanjin (2013)	Teacher well-being is a state of spiritual joy in which teachers realize their professional ideals, appreciate the value of life and obtain their own development in educational work. He emphasized that teacher well-being is a kind of spiritual well-being and excludes material well-being. It is also proposed that teacher well-being is the unity of psychological experience and professional ethics, subjective effort and objective conditions, enjoyment and development, and is an open system with dynamic development.

Table 2.1 (Continued)

No.	Author	Definition
13	Zhang Jun (2014)	Teacher well-being refers to the positive evaluation and pleasant psychological experience of teachers' satisfaction of their "advantage needs" in the process of performing their duties, and the positive emotional experience generated by teachers' realization of their own value in teaching and educating people.
14	Zhao Bin (2015)	Teacher well-being is a sustained, stable and pleasant high-level emotion formed by the interaction of teachers' values, work motivation, development goals, emotional experience, social relations, personality characteristics and other internal factors with professional characteristics.
15	Su Huijia (2017)	Teacher well-being refers to that teachers feel that the profession can meet their needs, realize their own value, and generate a sense of pleasure when they are engaged in education and teaching.

Lu Yanjie (2013) posits that teacher well-being is a concrete manifestation of happiness within the teaching profession. It encompasses not only the freedom, realization of professional ideals, and potential fulfillment that teachers experience in their work, but also the sense of satisfaction and achievement they derive from their educational endeavors. In the context of China, research on teacher well-being has been gradually increasing, particularly since the reform of the basic education curriculum. Teacher well-being is regarded as a crucial variable that influences the success of educational reforms.

Ye Qian (2023). researched indicates that the concept of teacher well-being is multifaceted, with different scholars defining it from various perspectives such as emotional experiences, subjective feelings, self-actualization, and component structures

The summary found that the definitions of teacher well-being are different from different perspectives. This shows on the one hand the richness of the connotation of teacher well-being, and on the other hand it also shows that it is not easy to give a prescriptive definition of teacher well-being. Scholars' concept of teacher well-being fully reflects the process of teacher well-being experience in this professional activity of teaching and educating people. Whether they can produce sustained happy experiences and overcome negative emotions in the education and teaching process.

To sum up, teacher well-being is firstly based on the teaching position itself and is an experience of success achieved by teachers in the process of fulfilling their job responsibilities. Secondly, success in the teaching position is closely related to his personal professional development. Success in the position is the realization of personal professional ability in the position. Finally, there is the joyful state produced by teachers' advantageous needs being satisfied in the process of performing their duties. Therefore, this study defines teacher well-being as teachers' positive evaluation and pleasant psychological experience of satisfying their own advantages needs in the process of performing their duties.

Components of teacher well-being

The Organization for Economic Co-operation and Development (OECD,2020) released "Teachers Well-being: A Framework for Data Collection and Analysis" The report, for the first time, takes the assessment of teachers well-being as an important content of PISA2021, and comprehensively explains the construction background, conceptual framework and case titles of teachers well-being assessment, providing theoretical reference and practical guidance for research on teacher well-being, worthy of in-depth study and reference.

Based on existing research, OECD (2020) started from related research on personal well-being, professional well-being and student well-being, pointing out that teacher well-being is a complex and multi-dimensional concept that cannot be measured by a single indicator, and defined it is "teachers' response to cognitive, subjective, health, social and other aspects related to their work and profession". That is, teachers' subjective living conditions in cognitive, subjective, health and social aspects arising from the education profession. There are four observation dimensions: cognitive well-being, subjective well-being, physical and mental well-being, social well-being. Each of these core elements contains a specific set of indicators related to teachers' well-being, as detailed below.

Cognitive well-being: Cognition refers to the process of acquiring or understanding factual knowledge, including attention, knowledge formation, problem solving and decision-making, etc. Teachers' cognitive well-being refers to a series of knowledge and skills that teachers need to work effectively. Its core elements focus on teachers' cognitive abilities, especially the level of teacher self-efficacy and ability to focus on work. The OECD points out that teachers' self-efficacy affects many aspects such as teachers' work enthusiasm, teaching practice effect, and job satisfaction. Teachers with a strong sense of self-efficacy are willing to accept new ideas and are willing to try and efficiently organize new ideas to meet their needs of students' learning needs.

Subjective well-being: The OECD defines subjective well-being as a good psychological state, that is, people's positive or negative emotional response to their lives, and points out that subjective well-being includes three elements: First, life evaluation, which reflects an individual's feelings about life or specific aspects. reflective evaluation; the second is emotional state, used to reflect an individual's emotional state or special feelings at a specific point in time; the third is well-being realization, used to reflect an individual's perception of the meaning and purpose of life or a good psychological state.

Physical and mental well-being: Physical and mental well-being is the basic guarantee for people's well-being life. The work pressure experienced by teachers may lead to teachers' physical and mental discomfort. Therefore, the OECD uses whether teachers have physical and mental discomfort to measure the quality of teachers' physical and mental health, including teachers' physical and mental symptoms and the frequency of physical and mental symptoms.

Social well-being: The OECD points out that teaching is not an independent job, but a part of the entire education system and even the entire social system. The frequency of contact between teachers and others (students, colleagues, principals, etc.) and the quality of mutual relationships have a positive or negative impact on teachers' well-being, including relationships with colleagues, relationships with principals, teacher-student relationships, and trust.

From the above four aspects, we found that we cannot define or measure the components of teacher well-being from a single dimension. It is multidimensional, multidirectional, and complex.

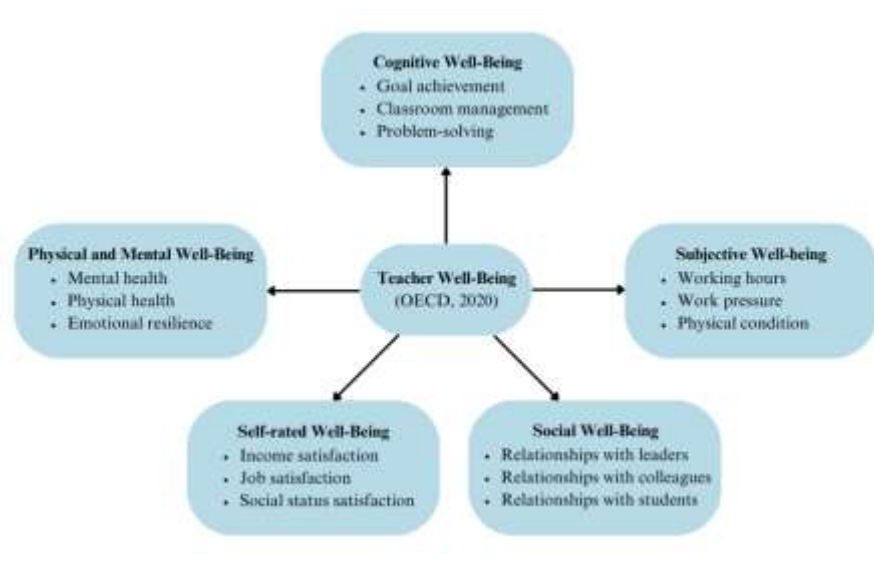


Figure 2.1 Components of teachers' well-being
(Source: Ye Qian, 178)

Factors affecting teacher well-being

Scholars have done a lot of research on the influencing factors of teacher well-being, and analysis from different angles has yielded different influencing factors.

Kyriacou (2013) believed that teachers' unhappiness at work is mainly due to the negative impact of work pressure, or negative emotions at work such as anger, frustration, tension, anxiety or depression. These negative emotions and pressure are reflected in the work situation through teachers' perceptions, threatening teachers' self-esteem and well. General research has proven that work pressure will bring people subjective negative psychological feelings and psychological and physical discomfort, which will greatly reduce their well-being.

Li Hongqing & Lu Guang (2015) selected 24 primary and secondary schools in 9 districts (counties) in Guangzhou for questionnaire survey. Fifty teachers were randomly selected from each school, and the survey tool was a questionnaire designed by the research team. The content of the questionnaire mainly included: teachers' working hours, physical condition, psychological pressure, teachers' views on their own profession, teachers' well-being, etc. The results show that teachers generally work longer hours, have greater professional pressure, teachers' professional identity is generally lower, and teachers' professional pride and well-being index are lower.

Yang Jinfeng (2015) took teachers at X primary school in Nanjing as the research object, used a self-compiled teacher well-being questionnaire to conduct a questionnaire survey on 135 teachers in the school, and interviewed 7 teachers. The results found that: 1) The overall status of teacher well-being in the work pressure is too great, which affects their lives; 80.2% of teachers feel that teaching is not a happy profession. 2) The data results show that there is a significant correlation between the well-being of teachers in this school and factors such as gender, age, position and monthly income.

Salimirad Fatemeh (2016) study investigated the relationship between self-efficacy and teacher well-being among a random sample of 600 teachers from public and private schools in Mysore, India. The results show that high self-efficacy and high psychological well-being are positively related. At the same time, Kirsty Evans (2016) used semi-structured interview method to interview two fifth-grade teachers in the same local school, used phenomenological analysis method to study teacher well-being and its influencing factors from the perspectives of schools and psychologists. The study concluded that professional identity, interpersonal relationships, role demands, and personal resources are the main dimensions that constitute primary school teacher well-being.

Zhang Juan & Qin Lijun (2018) used the "Primary and Secondary School Teachers' Well-being Questionnaire" to conduct a survey on the current status of well-being among 370 rural primary and secondary school teachers in X County, Guizhou Province. The results show that the overall well-being level of rural primary and secondary school teachers in X County, Guizhou is at an above-average level. Teachers' gender and the construction level of the school where they teach have a certain impact on teacher well-being; teachers' salary level and teaching subjects have a significant impact on teachers' well-being.

Vasiliki Brouskeli (2018) and others conducted a correlation study between teacher well-being and teachers' resilience on 271 middle school teachers from 15 middle schools in Greece. The results showed that teachers' resilience is positively related to well-being. Specific analysis table 2.2.

Table 2.2 Factors affecting teacher well-being

Researcher	Research population	Influencing factors
Warr (2014)	Dutch teacher	Emotional, cognitive, occupational, social, physical and mental
Athanasios D (2015)	Primary and secondary school teachers	Job benefits, promotion opportunities, leadership supervision, the work itself
John (2016)	Primary School Teachers	Gender, age
Ixiacou (2016)	Teacher group	Emotional experience, work stress
N.vanDer Doef (2016)	Secondary Career teacher	Work intensity, student verbal attacks, role ambiguity, refresher training
Xiao jie (2017)	Primary School Teachers	Interpersonal relationships, personality, experience, environment
Terhi Saaranen (2017)	school staff	Work environment, work partners and work content, work organization, personal competitiveness
Li Jia (2018)	Primary School Teachers	Interpersonal relationships, career itself, work emotions, working environment, wages, work results, physical health
Iirsty Ivans (2018)	Primary school teachers	Professional identity, interpersonal relationships, role needs, personal resources
Tian Jia (2020)	junior high school teacher	Type of school, personal growth, professional development
Rubina (2020)	Russian teacher	Sense of work accomplishment and self-evaluation

Table 2.2 (Continued)

Researcher	Research population	Influencing factors
Zhang jie & Cui Lijun (2021)	Rural primary and secondary school teachers	Gender, school construction level, income level, teaching subject self-efficacy
Tian Jia (2020)	junior high school teacher	Type of school, personal growth, professional development
Rubina (2020)	Russian teacher	Sense of work accomplishment and self-evaluation
Zhang jie & Cui Lijun (2021)	Rural primary and secondary school teachers	Gender, school construction level, income level, teaching subject self-efficacy

Due to the varying research perspectives and subjects of study among scholars, the research outcomes also differ significantly. Based on current research findings, numerous factors influence teachers' well-being, including job stress, professional identity, gender, age, position, and monthly income (Kyriacou, 2013). In summary, teacher well-being is a complex construct influenced by a multitude of factors. Understanding these factors is crucial for developing guidelines to enhance teachers' well-being.

Guideline

Guidelines are an essential tool for policy formulation and implementation, aiming to provide norms and direction for behavior in specific fields. They play a crucial role in modern organizational management, policy-making, and personal development. Guidelines not only serve as blueprints for achieving goals but also act as vital tools for navigating complex environments and uncertainties. In the field of education, the formulation and implementation of guidelines are of significant

importance for enhancing teacher well-being, optimizing teaching quality, and promoting school development. This article, through a review of relevant domestic and international literature, explores the definition, characteristics, theoretical foundations, formulation methods (such as SWOT/TOWS analysis), and influencing factors of guidelines, providing a theoretical basis and practical guidance for the development of scientifically effective guidelines. The specific content is as follows:

Definition of guideline

After consulting relevant information, researchers have their own opinions on the definition of guidelines, and there is no universal academic consensus.

Alfred D. Chandler (1962) defines guidelines as: A method of designing the long-term goals and decisions of an organization, as well as the actions and asset allocation needed to achieve these goals. W. F. Glueck (1980) believes that guideline is a unified, coordinated, extensive and integrated set of plans designed to achieve the basic goals of the organization. Liu Jingfa (1986) believes that Guidelines refer to formulating guideline countermeasures based on objective laws and the needs and possibilities of economic, scientific, technological, and social development from an overall and long-term perspective, starting from predicting the development trends, development levels, and development conditions of various factors. And Zeng Tianshan (1990) mentioned that from the perspective of guideline implementation, guidelines refer to the main goals of an organization to achieve a certain aspect at a certain stage of development, as well as the plans and arrangements to achieve these goals.

An Wenzhu (1991) mentioned that educational guideline refers to research and planning that guides long-term, overall and major issues in the educational development process. The specific contents include: 1) Study the development trend of education in the future period and find out their common characteristics and laws. 2) Study the relationship between education and social and economic development, and explore how education meets social political, economic, cultural and scientific needs. 3) Study the development goals of future education and formulate basic policies, guiding ideology and specific measures for educational

development on how to achieve these goals. 4) Study the existing problems in the implementation of education guidelines, modify and improve the guideline on this basis.

Gao Shuguo (2009) mentioned that guidelines are a strategic means or action by which a country or region focuses on the future and the overall situation to solve complex development problems. It can plan the implementation objectives and specific action elements of the guideline. Generally speaking, strategic planning can clarify the reasons for actions and the specific implementation of actions.

Fan Lijuan (2011) mentioned that school education development guidelines are a management method that formulates the school's future development guideline based on the challenges of the school's external and internal environment and the opportunities it provides, puts it into practice to guide the school in uncertain times continue to develop in the environment.

Guidelines are a systematic set of norms or recommendations designed to provide direction and basis for behavior in specific fields (Graham et al., 2013). In the field of education, guidelines are commonly used to regulate teaching practices, enhance teacher professional development, and optimize school management. For instance, Finland's Teacher Well-being Program provides teachers with mental health support and career development opportunities by establishing detailed guidelines (Pietarinen et al., 2019).

In short, guidelines refer to providing methods and suggestions to help an organization achieve specific goals or solve problems. The formulation of any development guideline is a comprehensive, basic and long-term guideline to achieve organizational development goals within a specific period. Teacher well-being guidelines can help formulate more scientific and reasonable education policies, improve the effectiveness of education, promote social development and progress, improve social education levels, protect the rights of disadvantaged groups, and promote social equity. Therefore, in order to achieve sustainable development of teacher well-being, it is necessary to formulate scientific and reasonable development guidelines.

Characteristics of the guideline

Guideline is a type of plan. It is about thinking a few steps forward rather than following the plan. This is the difference between guidelines and plan. These differences illustrate the characteristics of guideline (Xiao Wen, 2008). The characteristics of the guidelines are:

1) Guideline is a thinking activity that uses the brain: thinking is generated through a series of processes such as careful observation of work, reading, learning, and thinking to expand knowledge. It is the result of careful thinking or hard thinking.

2) Guidelines are forward-looking: its focus is the future, not the present or the past. The guideline explores how the company will operate in the future.

3) Guideline is a point of view: guideline is not only a point of view, but also the strategist's view of business operations. Since everyone has different backgrounds and experiences, their views will eventually be affected and different factions will emerge.

4) Guidelines are macroscopic: the target of the guidelines is the entire enterprise rather than individual departments. Therefore, it comprehensively examines the operation of the enterprise from a broad perspective, rather than being limited to a certain department.

Guidelines are actionable: guidelines need to be demonstrated in practice, so execution is a very important part, because it is better to take action than to sit back and talk. The action of guidelines is execution. Only through execution can guidelines be implemented in real life. An inexecutable guideline is no different than empty talk.

Theories of guidelines

Positioning theory: Positioning theory was proposed by Al Ries and Jack Trout in 1970, the theory that the positioning of products should be based on the user's expectations, that is, from the perspective of users to think about what products they need. In addition, the core principle of positioning theory, "the first law", requires that enterprises must distinguish between competition in the mind of customers and become the first in a certain field, so as to lead enterprise

management and win better development. Positioning is something to do with the prospective customer, positioning the product in the mind of the prospective customer, and ensuring that the product occupies a truly valuable position in the mind of the prospective customer. On the specific application of positioning theory, the four-step positioning method is developed as a practical guide. The first step is to analyze the external environment; The second step, establish the brand advantage; The third step, build trust; The fourth step is to place the implant in the mind.

Competitive strategy theory: The competition and development of an enterprise cannot be separated from the five competitive capabilities. In addition, the performance of an enterprise is also generated by the combination of the five capabilities. The five capabilities are coordinated and interrelated to form the five forces model. According to Porter, competitive strategy includes three ideas. The first is a cost leadership strategy, which requires enterprises to minimize their costs while ensuring product quality, so that they are lower than their peers. The second is a differentiation strategy, which mainly starts with products or services and strives to bring customers multiple times satisfaction with products or services; The third is the centralization strategy, which requires the enterprise to have a clear strategic positioning, such as a certain consumer group, a certain market. In general, enterprises must combine their own actual situation, through the comprehensive analysis of external environmental factors, and then choose the competition strategy suitable for their own enterprises. (Michael Porter, 1980).

Systems Theory: The development and implementation of guidelines should focus on holism and interconnectedness, ensuring coordination and balance among various elements (Von Bertalanffy, 2015). For instance, when formulating guidelines for teacher well-being, it is essential to consider multiple aspects such as work environment, career development, personal factors, and social factors (Collie et al., 2016).

Behavior Change Theory: The formulation of guidelines should focus on the behavioral patterns and psychological characteristics of the target group to facilitate behavioral change (Michie et al., 2011). For example, providing mental health support

and career development opportunities can effectively enhance teachers' well-being and job satisfaction (Bakker & Demerouti, 2017).

Policy Implementation Theory: The successful implementation of guidelines requires the joint participation and collaboration of policymakers, implementers, and the target group (Sabatier & Weible, 2014). For instance, when developing guidelines for teacher well-being, it is necessary to extensively solicit teachers' opinions and suggestions to ensure feasibility and effectiveness (Li Hong et al., 2020).

Methods for developing guidelines

As for the methods of formulating guidelines, there are several approaches as follows:

Goal setting method: American psychologist E.A.Locke (1967) put forward Goal Setting method. He believes that goals themselves have an incentive effect. Goals can transform people's needs into motivation, make people's behaviors strive towards a certain direction, and compare their behavior results with the established goals for timely adjustment and correction. So, you can achieve your goals. A goal is the goal of an action that a person is trying to accomplish. Goal is the most direct motivation to cause behavior, setting a suitable goal will make people want to achieve the goal of the achievement needs, so people have a strong incentive effect. Focusing on and setting goals as appropriately as possible is an important process for motivation.

The main steps of using the goal setting method are as follows: 1, the goal should be difficult, but it should be within the scope of ability. 2. Be specific about your goals. 3. You must go all out to achieve your goals. 4. Short-term or moderate-term goals are more likely to be effective than long-term goals. 5. Get regular feedback or know how much progress you're making toward your goals. 6. Reward achievement and use it as a basis for setting higher goals in the future. 7, in the process of achieving your goals, be realistic about the reasons for any failure. People have a tendency to attribute failure to external factors (such as bad luck) rather than internal factors (such as not working hard).

SWOT analysis: SWOT analysis also known as the situation analysis method, is a research method in the field of management, which was proposed in the early 1980s by Verick. The letters of SWOT stand for: Strength, Weakness, Opportunity and Threat, this method is based on the analysis of the internal factors and external environment of things to determine four key factors affecting the development of things. And analyze these four elements of the composition of the best development guide an analytical tool. SWOT analysis is mainly used in the following steps:

1) Analysis of environmental factors. Using various investigation methods, the internal and external environmental factors are analyzed. Internal factors are mainly advantages and disadvantages, and there are positive factors and negative factors in the process of development. The external factors are mainly the opportunity factors and the threat factors which have direct influence on the development.

Internal Factors

Strengths: Refers to the advantages of an organization or project in terms of resources, capabilities, or technology. For example, when developing guidelines for teacher well-being, a school's resource advantages (e.g., mental health support facilities) and teachers' high professional competence can be considered strengths (Pietarinen et al., 2019).

Weaknesses: Refers to the shortcomings of an organization or project in terms of resources, capabilities, or technology. For example, excessive workload and insufficient career development opportunities are major weaknesses affecting teacher well-being (Skaalvik & Skaalvik, 2017).

External Factors

Opportunities: Refers to external environmental factors that are favorable to the development of an organization or project. For example, support from educational policies and increased societal recognition of the teaching profession provide opportunities for developing guidelines on teacher well-being (OECD, 2020).

Threats: Refers to external environmental factors that may adversely affect an organization or project. For example, uneven distribution of educational resources

and negative societal perceptions of the teaching profession are major threats to developing guidelines on teacher well-being (Collie et al., 2016).

When developing guidelines for teacher well-being, SWOT analysis can help identify a school's resource advantages and external opportunities while recognizing the challenges of high workload and low societal recognition faced by teachers (Wang Li et al., 2019).

2) Formulate a SWOT rectangular array. The various factors in the results of the investigation are sorted by different degrees of influence, etc., and the SWOT rectangular array is formed. In the SWOT matrix, the most important and direct influencing factors are prioritized, and the indirect and minor factors are ranked later.

TOWS Analysis: TOWS, analysis is an extension of SWOT analysis. By combining internal factors (strengths and weaknesses) with external factors (opportunities and threats), it proposes specific strategic recommendations (Weihrich, 2013). Below are the four combinations of TOWS analysis:

SO (Strengths + Opportunities): Leverage internal strengths to seize external opportunities. For example, utilize a school's resource advantages and policy support to develop mental health support and career development plans, thereby enhancing teacher well-being (Pietarinen et al., 2019).

WO (Weaknesses + Opportunities): Use external opportunities to address internal weaknesses. For example, introduce external resources (e.g., mental health counseling services) and optimize career development systems to improve teachers' workload and career development opportunities (Skaalvik & Skaalvik, 2017).

ST (Strengths + Threats): Leverage internal strengths to counter external threats. For example, enhance teachers' professional competence and mental health levels to strengthen their ability to cope with societal negative perceptions (Collie et al., 2016).

WT (Weaknesses + Threats): Reduce internal weaknesses and address external threats. For example, optimize resource allocation and improve the work environment to reduce teachers' workload and mitigate the impact of societal negative perceptions (OECD, 2020).

When developing guidelines for teacher well-being, TOWS analysis can propose specific strategy to leverage school resource advantages and external policy support while improving teachers' work environment and career development opportunities (Zhang Hua et al., 2021).

The basic idea is giving full play to the advantages, overcome the weaknesses, use the opportunity factors, resolve the threat factors, including growth strategy (SO), multiple business strategy (ST), turnaround strategy (WO) and defensive strategy (WT) four kinds of strategies. By using the comprehensive analysis method of system analysis, various environmental factors after analysis and arrangement can be matched and combined, and the optional countermeasures conducive to future development can be obtained, which is of great significance.

Needs Analysis: Needs analysis is a critical step in developing guidelines. It involves understanding the actual needs and pain points of the target group through surveys and interviews (Graham et al., 2013). For example, a study in China found through interviews that primary school teachers generally desire more psychological support and career development opportunities (Chen Jing et al., 2020).

Data Analysis: Data analysis provides a scientific basis for developing guidelines. By collecting and analyzing relevant data, it offers empirical support for guideline formulation (Eccles et al., 2013). For example, analyzing teachers' workload and mental health status can help develop targeted mental health support and stress management strategies (Liu Fang et al., 2021).

In short, developing effective guidelines requires a series of steps including SWOT analysis, setting clear objectives, utilizing TOWS to formulate plans and action plans, risk assessment, resource allocation, establishing a phased timeline, and regular evaluation. By comprehensively considering various factors, practical guidelines can be formulated.

Factors affecting teacher well-being guidelines

At present, research on factors affecting teacher well-being is still in the exploratory development stage.

Xiao Chuan (2008) summarized the factors that affect teacher well-being from the perspective of well-being types as follows: salary, material environment, school system, teachers' interpersonal relationships, teachers' professional autonomy, teachers' professional identity, teachers' health, etc. And Jiang Yan (2016) examined the well-being of primary school teachers in Suzhou and divided the influencing factors of primary school teacher well-being into dimensions. According to the scores of each factor, the order was: colleague relationship, sense of effectiveness, student relationship, work enthusiasm, leadership relationship, Work motivation, work emotions and physical health.

Zhang Juan & Qin Lijun (2018) analyzed: Teachers' gender and the construction level of the school where they teach have a certain impact on teacher well-being; teachers' salary level and teaching subjects have a significant impact on teacher well-being. Teachers in different regions and school types also have significant differences in their experience of well-being. Teachers' supportive environment, objective requirements, and sense of identification with the new curriculum reform and teachers' personal growth in the new curriculum reform are significantly related to the well-being of junior high school teachers.

Tong Fuyong (2019) analyzed the influencing factors of teacher well-being from two aspects: improving and reducing teachers well-being. Among them, the main reasons for the increase in well-being are: "student growth and progress, success and development at work, harmonious interpersonal relationships, stable job benefits, love for the teaching profession, support and affirmation from leaders and parents, reasonable Expectations and a good mentality", the main reasons that lead to the decline or even disappearance of well-being are: too much mental pressure, poor physical and mental condition, poor student performance, little sense of achievement, improper school management, and mismatch between income and effort."

Liu Jia (2022) found that there are significant differences in the well-being of teachers in this school in terms of administrative positions, scientific research projects and honor variables. Finally, a correlation analysis of influencing factors and well-

being found that the school's teacher well-being is related to physical health, the profession itself, work effectiveness, working environment, wages, work emotions and interpersonal relationships.

1) personal reason

Kinnunen and Ulla believe (2013): Teachers' well-being levels are very high; different subjects taught and differences in teacher levels cause the biggest differences in teachers' well-being levels; the type of school also leads to differences in teachers' well-being levels. Comprehensive special courses in middle schools Teachers have the highest level of well-being, while teachers in Career schools have the lowest level. Female teachers have higher psychological well-being scores than male teachers, and older teachers have higher well-being scores.

It is widely believed that illness and disease can significantly reduce an individual's sense of well-being. Because people have certain adaptability to diseases, the negative effects of diseases on well-being tend to gradually weaken. The time when health has the greatest impact on people's well-being is around the age of 50, because deterioration of health conditions at the age of 50 will make people feel the threat of death for the first time (Deaton, 2013; Oswald, 2014).

Yang Jinfeng (2014) found that there is a significant correlation between primary school teachers well-being and factors such as gender, age, position and monthly income. Among them, female teacher well-being levels are higher than those of male teachers. Teachers aged under 25 and over 50 have the highest well-being, followed by teachers aged 41-50, and teachers aged 26-30 and 31-40 have the lowest well-being.

Wang Li (2015) and others conducted a survey on primary and secondary school teachers in Tianjin and found that 48.6% of teachers' physical health scores were lower than the average, and 59.7% of teachers' physical health indexes were lower than the general standard, indicating that nearly half of primary and secondary school teachers are in poor health. The level is low and the physical health needs to be improved urgently.

Ni Linying & Yang Yongbo (2016) believed that female teachers are happier than male teachers. The well-being of female teachers is significantly higher than that of male teachers in dimensions such as contentment and abundance, interpersonal communication, and mental balance. In the study of gender differences in the well-being of primary school teachers, the well-being level of female teachers is significantly higher than that of male teachers. The higher education level of teachers, the lower their well-being.

Through a study of 40 countries, Diener (2018) found that regardless of a country's divorce rate and level of individualism, married people have a higher degree of well-being than divorced, separated, and single people. Through analysis, the beneficial effects of marriage are summarized: Compared with unmarried people, married people have a stable family, receive financial support materially, and have emotional belonging mentally, which are all conducive to better avoiding or slowing down Dilemmas of life. But if there are problems in marriage and disharmony in family life, it will also have a negative impact on well-being. At the same time, Horwifz (2019) believes that marriage and well-being are positively related. Compared with those who are unmarried, divorced, or separated, married people experience higher subjective well-being. Married women have higher levels of well-being than unmarried women. But in response to divorce, separation, etc., women are more likely to express a variety of negative and negative emotions about this situation.

2) Subjective factors

Mvan Der & Doef (2013) surveyed 454 teachers in Career middle schools. The results showed that role ambiguity, student aggression, and work intensity were significantly negatively related to teacher well-being, while teacher training was significantly positive correlation related to teacher well-being.

The research results of Li Hongqing & Lu Guang (2015) show that teachers generally work longer hours, have greater occupational pressure, teachers' professional identity is generally lower, and teachers' pride and well-being indexes are lower. And Tang Guojie (2017) took physical education teachers as a research sample and found that teachers' professional identity directly and positively affects

job satisfaction. The higher the professional identity, the more satisfied teachers are with their work experience; the higher the teachers' job satisfaction, the higher the level of well-being. There is a positive correlation between teachers' professional identity and various factors of well-being. That is, the higher the sense of professional identity, the higher well-being of teachers.

Tu Yuanlin (2017) believes that there are three conditions for teachers to have a high sense of well-being: first, to devote themselves to this work; second, to persist in reflection on work, and third, to pay attention to the happy details in daily work. Teachers' personal teaching efficacy is a mediating variable that affects personality characteristics on subjective well-being. The higher professional title, the happier teacher. Teacher well-being has a significant positive correlation with professional identity and a significant negative correlation with turnover intention.

Zhang Qing (2018) believed that teachers' recognition of their own value has generally declined, their lack of understanding of their profession, and their loss of sense of accomplishment are the fundamental reasons for teachers' lack of well-being. A teacher who has formed a professional identity is more likely to have internal motivation for development, mobilize all his personal strength into the work of teaching and educating people, and feel the sense of accomplishment, satisfaction and well-being that the work brings to him. And Tong Fuyong & Jin Youyou (2019) found that interesting and meaningful work is considered a positive factor affecting teacher well-being, which is not difficult to understand.

Jiang Ju (2020) believes that teachers' self-identity is the starting point for teachers' professional development. Teachers' perceptions of their own profession in terms of emotions, understanding, expectations, professional skills and values are the source of motivation for teachers' professional growth and realize teachers' professional development. Well-being must first enhance teachers' self-professional. Han Yanlun & Liu Ruogu (2021) also studied the realization of teachers' professional well-being from the perspective of teachers, pointing out that persistence in the teacher's profession is the respect and reverence for the teacher's identity and the conscious maintenance of the value of teachers' life. Teachers should be obsessed

with pursuing educational life. Meaning and the intrinsic motivation and spiritual support of the profession of educating people.

3) Objective factors

Gurm (2015) studied the impact of working environment on teacher well-being. They surveyed 450 university faculty and other staff at the University of Canada, who reported high levels of health and well-being and believed their university was a good place to work and where employees felt empowered, a sense of control, belonging and humane care.

People with high incomes are better equipped to receive better education, enjoy better health care services, and have better conditions to maintain good health, which will lead to a higher sense of well-being. If one's own income increases to the same extent as other people's income, and one's relative income status does not change, then one's personal well-being will hardly increase. In Europe, when unemployed, personal life satisfaction will drop by 19% and well-being will drop by 15% (Luttmer, 2015; Oreopoulos, 2017; Caporale, 2019). But Lucas (2005) believes that if individuals themselves like a quiet life, then in their opinion, income is not that important to well-being. Unemployment will reduce income levels, increase life pressure and reduce quality of life; unemployment will cause people to feel depressed and anxious, damage their self-esteem, thereby reducing people's well-being.

Empirical research shows that teachers' social status is determined by their economic income, political treatment and other aspects. Economic income is positively related to subjective well-being. The reason is that higher income will bring more material enjoyment and rights and higher status, as well as higher self-esteem and self-confidence, thus higher well-being. On the one hand, low income is not enough to meet the needs of teachers for reasonable life and development. On the other hand, it will also exacerbate the damage to well-being caused by excessive workload (Lelkes, 2016; Miao Yuanjiang, 2017, Zheng Xiaoling, 2022).

A survey by Ross (2015) shows that teachers who implement positive intervention behaviors in schools generally have a higher level of well-being. The level of teacher well-being is directly affected by the quality of their social relationships. These social relationships include teacher-student relationships, home-school relationships, colleague relationships and relationships with leaders, etc. The research results of Susan (2019) show that professional learning community is an important factor affecting teacher well-being. Among them, collaborative leadership and teacher cooperation will significantly improve teacher well-being. And Nader (2021) believes that a comfortable and good campus environment and supportive school culture can stimulate teachers' work vitality, enhance their creativity, and thereby improve teacher well-being.

Athanasios DK (2021) surveyed 354 Greek teachers, and the research results found that teachers were satisfied with leadership supervision and the work itself, but were dissatisfied with job treatment and promotion opportunities. Work pressure, professional development, school environment and other factors affect teachers' well-being. The professional development level of school teachers is the foundation of the overall quality of a school teacher. Effective teacher professional development can improve the overall level of school teacher. At the same time, teachers' professional development is also one of the key factors that affect teacher well-being.

Bai Liang & Wan Minggang (2016) believe that the current social rationality and scientific and technological culture are overly publicized, and the teaching profession has been reduced to the simple transmission of knowledge and skills, and teachers' education and teaching life has deviated from the natural pursuit of comfort and well-being cannot allow teachers to truly experience the individual dignity and well-being that they should experience. To realize teachers' well-being, we must reconstruct teachers' educational life, create a "free and just" school system environment for teachers, and give teachers a comprehensive and rich way of life. And Tang Zhiqiang (2021) believes that social comparison and psychological imbalance caused by socio-professional differences are factors that cannot be

ignored that hinder teacher well-being. The improvement of teachers' professional satisfaction cannot be separated from society's understanding and respect for the teaching profession. Social recognition and social respect play an important role in the formation of teacher well-being.

In short, scholars believe that research on factors that affect teacher well-being can be divided into three parts: personal factors, subjective factors and objective factors. Personal factors include gender, age, teaching experience, education, professional title, marital status, teaching discipline, etc. Subjective factors include factors such as career motivation, professional identity, and professional attitude. Objective factors involve school management methods, working environment, interpersonal relationships, salary levels, professional title evaluation systems, etc.

Sustainable

This article reviewed relevant literature. The researchers studied the definition, theory, characteristics and influencing factors of sustainability. The specific contents are as follows:

Definition of sustainable

The definition of sustainable development in "Our Common Future" is "development that meets the needs of the present without compromising the ability of future generations to meet their own needs" (Brund Land, 1987). This report has achieved consensus among academic circles on the basic definition of sustainable development issues, but scholars in different fields have put forward their own understandings and definitions of sustainable development from the perspective of their own disciplinary backgrounds.

Coomer (1979) believed that A sustainable society is one that lives in a self-perpetuating society, free from environmental constraints. That society is not a "non-growth" society, it is a society that redefines the limits of growth and looks for alternatives. And Tietenberg (1984) believe that Sustainability standards require that at least future generations should be no worse off than current generations. Repetto

(1985) explained Current decisions should not harm future living standards, and pursuing policies that harm the welfare of future generations is unfair in any political or economic sphere.

Sustainability requires that human society only operates in its stable state. Reaching this level of reproducibility may also indicate that it is possible for humans to return to the level of caveman society. In its narrowest sense, global sustainability means the indefinite survival of the human species in all regions of the world. The broader significance is to ensure that almost all humans, once born, live to adulthood with a quality of life beyond mere biological survival. The main objective is to minimize the reduction of resource depletion, environmental degradation, cultural destruction and social instability. "Sustainable" means lasting and continuous, as well as continuing and maintaining the status quo, also non-derogatory relentless or infinite. Therefore, "sustainable" is a development that can continue. According to the principle of sustainability, it is believed that all resources should be used in a way that respects the needs of future generations. (Bumess & Cummings, 1986; World bank, 1987; Batbier, 1987; David & William, 1988; Tietenberg, 1992).

More scholars support the definition of sustainable development from the perspective of composite systems. Brown of the American World watch Institute believes that "sustainable development" is not a single social development or economic development, nor does it only refer to the sustainability of the ecosystem, but a composite structure of nature, society, and economy formed with humans as the center.

This article conducts research from the perspective of sustainable development theory. Therefore, how to understand teachers' sustainable development is a key to the smooth progress of this research. There is currently no unified definition of the concept of sustainable development of teachers. Scholars generally interpret the connotation of sustainable development of teachers based on the theory of sustainable development and combined with the background of sustainable development of education.

Goal 4 of the United Nations Sustainable Development Goals (SDGs) explicitly states the need to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" (United Nations, 2015). This goal underscores the central role of education in sustainable development and also provides a new perspective for research on the well-being of primary school teachers.

Qin Delin & Zhang Wei (2002) believe that teachers' sustainable development can be defined as: the development of teachers in order to adapt to the needs of primary and secondary education and sustainable social development and ensure that their main qualities are comprehensive, harmonious, free, and lasting development capabilities are not compromised. Its core is to create long-term and sustainable development of quality. And Wang Chunhua (2005) believes that the sustainable development of teachers refers to the coordinated, lasting and strong development of teachers' physical and mental aspects who are not only qualified for their current teaching tasks but also conducive to their future teaching tasks.

Tianjin (2007) believes that the sustainable development of teachers means that teachers are guided by the scientific outlook on development and consciously and proactively improve their political understanding, emotional awareness, aesthetic taste, knowledge, skills, behavioral attitudes and Values and other aspects gain the motivation and educational power of research, lifelong learning, and continuous and harmonious development. And Wang Wei (2008) believes that the sustainable development of teachers can be understood as the development of teachers cannot stagnate but must create conditions and opportunities for future development and lifelong development to make their development more sustainable.

Therefore, from the perspective of sustainable career development, sustainability can be defined as: guided by the scientific outlook on development, individuals consciously and proactively improve their emotional awareness, aesthetic taste, knowledge, skills, and behavior for the lifelong development of their own careers and professions. All aspects such as attitudes and values gain the motivation and educational power of research, lifelong learning, and continuous and harmonious development.

Theories of sustainable

The core theory of sustainability is still in the stage of exploration and formation. Sustainable development refers to the coordinated and progressive advancement of five major subsystems: resources, environment, economy, population, and society. Currently, it is roughly divided into the following three directions.

Ecological Economics: Ecological economics provides important theoretical support for sustainability. Costanza et al. (1997) point out that ecological economics emphasizes the interdependence between economic systems and ecosystems, advocating for sustainable development through the optimal allocation of resources. The core perspectives of ecological economics include natural capital is the foundation of economic development, and its depletion will lead to the collapse of economic systems. Environmental costs should be incorporated into economic accounting through policy measures to achieve sustainable resource utilization. This ensures that the development of the current generation does not compromise the interests of future generations.

Systems Theory: Systems theory holds a significant position in sustainability research. Meadows et al. (1972) revealed the relationship between resource consumption and environmental carrying capacity through system dynamics models, providing methodological support for sustainability research. The core perspectives of systems theory include: the interconnectedness of system components, where any local change affects the whole. Dynamic changes in systems are realized through feedback mechanisms, where positive feedback may lead to system collapse, while negative feedback helps maintain system stability. Systems involve multi-agent, multi-level interactions, and their behaviors are inherently unpredictable.

Sustainable Development Theory: Sustainable development theory is the core framework of sustainability research. This theory emphasizes the coordinated development of three dimensions: economy, environment, and society. Its core principles include:

Equity, encompassing intra-generational and inter-generational fairness, ensuring the sharing of development outcomes. Sustainability, finding a balance between resource utilization and environmental protection to ensure long-term development. Commonality, promoting global cooperation and coordination to jointly address the challenges of sustainable development.

Sustainable Development of Teachers

The sustainable development of teachers is an important issue in the field of education, with the core being to promote long-term job satisfaction and happiness by supporting the professional development and psychological well-being of teachers. Scholars abroad have conducted in-depth research in this area and have proposed many forward-looking theoretical and practical frameworks. For example, Hobfoll (1989) proposed the Conservation of Resources Theory (COR), which emphasizes that an individual's happiness is closely related to the acquisition and preservation of resources. In the field of education, this theory is widely applied in the study of teachers' sustainable development, revealing the relationship between resource acquisition and happiness in teachers' professional development.

Zhang Li (2016) found through empirical research on primary and secondary school teachers that their sustainable development is closely related to factors such as professional identity, work pressure, and social support. She suggests that educational departments should formulate relevant policies to provide teachers with more opportunities for professional development and psychological support, thereby promoting their sustainable development. In addition, Wang Fang (2018) demonstrated that teachers' sustainable development is not only influenced by personal factors but is also closely related to environmental factors such as school organizational culture, leadership style, and colleague relationships. She advises school administrators to focus on creating a positive organizational culture and providing teachers with more opportunities for professional development and psychological support.

At the practical level, many schools and regions have begun to implement interventions to promote teachers' sustainable development. For instance, the Education Bureau of a city in Guangdong Province launched the "Teacher Sustainable Development Plan" in 2019. By providing psychological health services, organizing professional development training, and improving the work environment, it effectively enhanced teachers' job satisfaction and happiness (Chen Qiang, 2020). Furthermore, a middle school in Zhejiang Province significantly improved teachers' job satisfaction and work enthusiasm by implementing the "Teacher Sustainable Development Project," offering personalized career development planning and psychological support (Li Hua, 2021).

In summary, the sustainable development of teachers is an important way to improve the quality of education and promote teachers' well-being. Future research should further explore guidelines for promoting teachers' sustainable development, optimize and improve them in combination with specific practices.

The connection between sustainable and teacher well-being

Many people think that sustainable well-being can be achieved by improving external conditions—earning a higher income, having a more enviable career, buying a shiny new car, etc.

Sheldon research shows (2006) that although people can have more positive emotional experiences by improving external conditions, changing one's living environment (such as having more wealth, better working conditions, etc.) is not the way to a better life. The most effective way to well-being, because the positive emotional experiences brought about by such changes do not last forever, people tend to adapt to their living circumstances over time.

Sonja Lyubomirsky (2017) proposed in her sustainable well-being model that well-being is determined by three factors: a set point determined by genetics (50%), life environment (such as wealth, work status, marital status, religious beliefs, health status, etc. (10%) and purposeful activities (40%). This pattern suggests that, after meeting basic life needs, external circumstances have a much smaller impact on our well-being than our intuition would suggest. Well-being is largely determined by our

own purposeful activities. Purposeful activities involve simple positive, self-managed cognitive-behavioral guidelines designed to reflect the thoughts and behaviors of naturally happy people and, in turn, enhance the performer's well-being.

It's these kinds of purposeful activities that make researchers hopeful about the possibility of sustainably increasing people's well-being. Purposeful activity can also serve as a natural antidote to the well-being adaptation process. That is, these activities can sustainably promote well-being without fading away over time. Many purposeful activities have been shown to be effective in increasing people's well-being. This includes (but is not limited to) writing thank you notes, practicing optimism, doing good deeds, tolerance, altruism, establishing good values, exercising, etc. (Lyubomirskys, 2011; Bonog & Rootlm, 2008).

Based on the sustainable well-being model, Hu Zhongping (2018) found that human subjective conditions closely related to well-being, such as correct values, positive and optimistic life attitude, kind and pure heart, grateful and tolerant attitude, etc., are not innate some need the cultivation of education and the nourishment of culture. We define the subjective conditions closely related to people's well-being as "well-being ability", which is a comprehensive quality composed of a view of well-being that guides the direction of well-being, good interpersonal skills and personality quality. It means a superb art of life, profound wisdom of life and a beautiful spiritual realm.

To sum up, the acquisition and improvement of teachers' sustainable well-being not only comes from the satisfaction of objective material conditions, but also from the teacher's own view of well-being, how the teacher views well-being, and How teachers can effectively self-regulate when they are unhappy is related to self-improvement.

Primary School Teachers

Teacher is a profession that promotes socialization of individuals. The transformation from a natural person to a social person is the result of social education. Teachers use their personal knowledge, talents, and moral character to

educate, guide and influence students in joint activities with students, and train students to become qualified members of society.

Definition of primary school teachers

Regarding the definition of primary school teachers, national departments and scholars have relevant definitions, including the following:

Article 2 of the "Teachers Law of the People's Republic of China" (2020) (revised draft) defines "teachers" as "professionals who specialize in education and teaching in schools and other educational institutions at all levels and types.

Based on the definition of the concept of teachers in the Teachers Law, Xiao Jie (2004) believes that "primary school teachers refer to those who engage in primary education teaching practice in schools."

Zhang Ziyang (2018) believes that the educational group that primary school teachers target is primary school students, and they are professionals who educate them. They shoulder the responsibility of promoting and guiding the physical and mental health and all-round development of primary school students.

Ping Xiaomin (2021) defines primary school teachers as "personnel who are responsible for teaching Chinese, mathematics or English in primary education and teach in public primary schools."

Based on the above explanation, this study believes that "primary school teachers" refer to professionals who have obtained primary school teacher qualification certificates in various disciplines and specialize in education and teaching in primary schools.

Key issues of primary school teachers

After reviewing relevant literature, the researcher found that there are many problems with the current situation of primary school teachers. The key issues are summarized as follows.

1) Teachers' work is stressful

Kyriacou & Sutcliffe (2013) published a research article on teachers' work stress. After a survey, they found that 20% of teachers claimed that they were very stressed as teachers. They defined teacher occupational stress as the negative

emotions and reaction symptoms caused by teachers' work. And a survey by Li Xincui (2016) shows that teachers in primary and secondary schools generally face problems such as overload, long working hours, personal time being occupied, and unreasonable allocation of teaching and non-teaching time.

On average, 18% of teachers in OECD member countries participated in the TALIS 2018 survey. They said they experienced "a lot of pressure" at work. In terms of gender differences, female teachers experience "a lot of pressure " more frequently than male teachers; in terms of age differences, teachers under 30 years old experience "a lot of pressure " more frequently than teachers aged 50 and over; in urban school teachers who work in public schools and schools with high concentrations of disadvantaged students are more likely to experience more job stress than teachers who work in schools in rural or rural areas, private schools, and schools with smaller proportions of students from socioeconomically disadvantaged families.

In the TALIS2018 survey, another indicator to assess the impact of work stress on teachers is whether the job leaves space for individual private life. Survey results show that more than 15% of teachers in Iceland, Japan, South Korea, South Africa and other countries said that they work takes up all of life. OECD analysis found that there is a significant negative correlation between the level of stress experienced by teachers and teachers' job satisfaction and self-efficacy: Teachers with higher stress levels generally report lower job satisfaction, a correlation that holds across all countries and economies that participated in the TALIS survey.

2) Teachers' burnout is strong

Teachers in many parts of the world have been exposed to serious burnout problems, and burnout has become an important indicator of teacher stress.

In the United States, a survey of 25,000 people from 26 professions found that teachers ranked second among the most stressful professions. Teachers with high work pressure have the problem of lack of cognition. Teachers with high work pressure have the problem of lack of cognition and have a lower quality of life. The increasingly complex work tasks and high-intensity work pace make time pressure

and work load the strongest predictors of teacher burnout. If teachers suffer from professional burnout for a long time, they will not only have a strong intention to resign, but the risk of suffering from physical and mental diseases will also increase significantly (Johnson&Cartwright, 2012; Feuerhahn Stamov&Wolfram, 2014; Skaalvik E M, 2017; Burke&Mikkelsen, 2019).

David Chan (2019) selected 83 teachers from Hong Kong and used the Teacher Stress Questionnaire and the General Illness Questionnaire to evaluate the teachers' own health problems, sleep problems, anxiety, restlessness, and suicidal intentions. The results of the study show that the participants showed high levels of physical disease symptoms, followed by anxiety and irritability. There is a significant correlation between teacher stress and health. The relationship between burnout and related demographic factors shows that the younger the age, the unmarried, and the shorter the teaching experience, the Teacher burnout is more serious. On May 25, 2019, at the World Health Assembly, the World Health Organization officially included "occupational burnout" in the 11th Revision of the International Classification of Diseases. The revision will officially take effect on February 11, 2022.

3) Teachers' turnover risk is high

The OECD (2020) pointed out: A very high proportion of young teachers want to leave teaching jobs, which is a very serious problem. The background of the increasingly aging teachers around the world will bring serious teacher shortages to various countries. The OECD found: Teachers who experience a lot of stress at work are more likely to say they want to leave teaching within five years. After controlling teachers' age, gender, school type, and characteristics of the classes they teach, this correlation holds across OECD member countries and nearly all countries and economies participating in the TALSI survey for which data are available.

In Australia as many as 30%~50% of teachers will leave their current jobs within 5 years. About 30% of teachers in the United States leave their job within 5 years of graduation (Milburn C, 2011; Mccallum F, 2017). And TALIS (2018) Results: France, Spain and Sweden, less than 10% of teachers find teaching valuable, making the teaching profession less attractive.

A questionnaire survey conducted by Wang Yanling and Wen Zhengmei (2022) on 5342 rural teachers in Yunnan Province showed that 26.7% of teachers have a very strong intention to leave and will leave as soon as they have the opportunity; a total of 51.8% of rural teachers have a moderate or above intention to leave; 37.8% of teachers have weak willingness to teach in rural areas for a long time (more than 5 years).

Primary school teachers are high work pressure, job burnout, high intention to leave, and teachers' well-being is also low. Primary school is the primary stage of basic education. It is the beginning of each student's formal school education. It is also an important stage for students to lay a good foundation for learning. For every child, the education of primary school teachers is guiding and inspiring and plays a vital role in his or her future life.

Paying attention to improving the sustainable well-being of primary school teachers is conducive to the advancement of basic education reform, the improvement of education quality, and is more conducive to teachers themselves experiencing a happy and complete educational life.

Aspects to Enhance the Well-being of Primary School Teachers

Through literature analysis and induction, the aspects of formulating teacher well-being guidelines include the following three aspects:

1) National policy

Wu Shixue (2013) Research on the state and society providing guarantees for primary school teachers to increase their well-being beliefs: First, improve the teacher reward mechanism. The issue of teacher salary and benefits is a common issue in the entire education industry, and all teacher well-being studies call on the country to improve their benefits. Second, improve the evaluation mechanism for schools and teachers. Government departments must establish and improve a scientific and reasonable evaluation system in the teacher title evaluation series and selection evaluation model. They must select outstanding teachers and special teachers with both ability and political integrity and encourage teachers to take the path of professionalism.

Zhao Bin & Zhang Dajun (2015) believe that by improving the legal system, creating good social public opinion and atmosphere and other measures, we can better protect teachers' legitimate rights and interests, protect teachers' enthusiasm for work, and stimulate teachers' sense of mission for education and teaching. It is also an important measure to promote teachers' well-being. And Shao Conglian (2014) believes that to achieve primary school teacher well-being, the government, schools and society also need to play a joint role. On the government side, we can start from two aspects: first, by increasing education funds to bring more benefits to rural primary school teachers, improve the teaching environment of rural primary schools, and mobilize teachers' enthusiasm for work; second, to meet the most basic needs of rural primary school teachers. to meet their living needs and reform the wage system.

Yao Ru (2019) believes that the government and schools, if conditions permit, should provide teachers with appropriate satisfaction in terms of salary, working environment, working conditions, etc., which will help increase the stability of the teacher group and improve their well-being. At the same time, Wu Yanan (2019) believes that the government should increase financial investment, increase the salary of primary school teachers, improve housing and medical benefits, and make salaries equal to those in other industries, so as to fundamentally improve the economic status of primary school teachers.

2) School management

Xie Rong & Zeng Xiangyang (2015) emphasized that we should adhere to the people-oriented management model and implement a humanized management system, which will help strengthen teachers' positive mentality, strengthen humanistic care for teachers, and try to solicit teachers' opinions during the management process. It is suggested that instead of adopting 'a one size fits all' approach, teachers should be encouraged while having strict requirements. When problems arise, managers should explore the reasons behind the problems and not easily assert that a certain teacher has problems.

Chen Liang & Yang Shuo (2017) believe that school managers should actively establish a teacher-centered management concept, pay attention to the cultivation of teachers' awareness of creativity and participation, give full play to teachers' talents, and encourage teachers to use various. Through participating in school management, teachers can be stimulated to have a sense of responsibility and ownership, thereby giving teachers a sense of belonging and mission, which is conducive to improving their well-being. At the same time Liu Tingting (2017) believes that from the perspective of management methods in primary and secondary schools, schools must not only make plans for the construction of a new teacher-student relationship, such as establishing a sound evaluation mechanism, increasing the fairness of school education, etc., but also humanize teachers. Management and establish an equal relationship between leaders and teachers.

Zhang Li & Fu Hailun (2019) believed that teachers should be given more opportunities to train and improve and give full play to their role as role models for young teachers. Providing good prospects for teachers can help them better prepare for the future. Have a plan and be more motivated to work. In addition to creating a relaxed and pleasant working atmosphere for teachers, schools should enhance mutual communication among teachers and between teachers and managers, and actively help teachers establish harmonious and harmonious interpersonal relationships.

Yao Ru (2019) believes that schools should open psychological consultation rooms to provide teachers with a window to talk and carry out some healthy cultural and recreational activities to reduce teachers' work pressure. Carry out special training for happy teachers at different levels and categories, cultivate positive psychological qualities, set and arrange mental health courses in a targeted manner according to different factors such as age, teaching experience, gender, school stage, etc., and improve their professional capabilities, so as to alleviate teachers' stress to a certain extent burden.

3) Personal effort

Lei Yan (2016) believes that the shaping of healthy personality is an effective way for teachers to increase their own well-being. Through the interview method, we can more fully understand the teacher's status of his own personality, emotional attitude, and respond to some negative factors in a timely manner. Provide guidance and train teachers' positive and positive thinking, thereby improving their well-being. Teachers should focus on cultivating positive personality traits such as kindness, love, tolerance, modesty, prudence, self-discipline, appreciation, and humor. At the same time, attention should be paid to strengthening physical exercise. Exercise makes people happy, and while building a healthy body, they can also gain more well-being.

Research shows that professional identity is the attitudinal basis of teachers' well-being. Teachers should actively improve their professional values, including providing teachers with strong spiritual strength with a sense of professional identity and positioning themselves reasonably (Wei Shuhua, 2008; Cai Lingli, 2010).

Mitsutoshi Takayanagi (2015) discussed the issue of teachers' pursuit of well-being and found that if students are happy in school, their teachers will also be happy. Students' well-being and teacher well-being are interrelated and proposed that teachers need to improve themselves to improve their own well-being.

Lian Kunyu & Xie Shanshan (2017) believed that teachers' professional personality that is highly matched with their own work is positively related to well-being and work engagement. It can be considered to focus on the longer-term career development and professional development of teachers. Growth, cultivating good teachers' professional personality and providing more lasting motivation for teachers' positive and good working status and inner feelings. And Cha Huanhuan (2017) survey found that primary and secondary school teachers' own personality traits and their professional mission will have an impact on their well-being: teachers with proactive personality traits can feel a strong sense of professional mission at work. The sense of professional mission of teachers can prompt individuals to find their own meaning and value in life, and then have more well-being experiences.

In short, it is generally believed that research aspects on guidelines to improve teacher well-being can be formulated from three aspects: national policy, school management, and personal efforts.

Related Research

Relevant research on the happiness of primary school teachers is divided into two parts, including external factors and internal factors. Examples are as follows:

Research on the relationship between professional identity and teacher well-being

Reviewing the research in the past 10 years, we found that professional identity has received widespread attention from researchers. Primary school teachers' professional identity affects teachers' happiness. Scholars have also done related research on the relationship between teachers' professional identity and teacher well-being.

Sun Yuhua (2018) research pointed out that teachers' professional identity is an intrinsic factor that affects teacher well-being. That is to say, teachers' professional identity is an internal factor of professional well-being and plays a decisive role in professional well-being to a certain extent. The higher professional identity of teacher, the greater professional well-being of teacher.

Tang Guojie (2019) took a group of physical education teachers in ordinary colleges and universities as a research sample. The study pointed out that teachers' professional identity directly and positively affects job satisfaction. The higher the professional identity, the more satisfied the teachers are with their work experience; the higher the teachers' job satisfaction, the higher the level of teachers' well-being.

Zhang Qing (2019) research pointed out that teacher role orientation is an intrinsic factor that affects teachers' professional identity. Teachers' professional positioning will directly affect the level of teacher well-being. Teachers will experience professional well-being only when their personal emotions and needs are satisfied and their own life value is realized at work. External social support will

increase teachers' expectations and respect for teachers' professional identity, and teacher well-being will increase. And Yu Songhua & Wang Jiaoyan (2021) took primary and secondary school teachers as a sample, and research showed that teacher well-being is positively related to various factors of professional identity. That is, the higher the well-being level, the higher the professional identity.

In summary, it can be seen that teachers' professional identity has a significant impact on teacher well-being and is positively correlated. The higher degree of professional identity, the stronger their well-being. Professional identity determines well-being to a certain extent.

Research on the correlation between social relationships and teacher well-being

Influenced by social psychology theory, the study of social relationships and well-being has attracted the attention of many scholars.

Kahn & Antonucci (2013) studies have shown that social support has a critical impact on well-being. The more social support, the higher the individual's well-being. And Adrews (2014) when studying the sociological factors affecting well-being, pointed out that social relationships are one of the main factors affecting well-being.

Research by Chi Liping & Xin Ziqiang et al. (2017) found that interpersonal support is one of the indicators that affect life satisfaction. Factors such as interpersonal support, support utilization, and intimacy affect positive and negative emotions. At the same time, Miao Yuanjiang (2017) pointed out that social relationships play an important role in social support. Social support can provide material or information help, increase people's sense of belonging, and improve their sense of self-esteem. Work relationships are one of the basic social relationships. There may be a two-way relationship between social relationships and well-being. The research results show that social support is positively related to life satisfaction and positive emotion indicators of well-being, and negatively related to negative emotions. (Yan Biaobing, 2013; Gao Changsong, 2019; Li Zhiyong, 2020).

Zhang Dongmi (2020) studied the relationship between dormitory interpersonal relationships and well-being and concluded that the quality of dormitory interpersonal relationships has an impact on anxiety, satisfaction, depressed or happy moods, sense of control, and energy among the well-being factors. And Guo Jinping (2021) proposed a new paradigm of "relationship well-being", believing that well-being comes from and is manifested in social relationships, and social relationships are the source and form of existence of well-being. And they believe that well-being can only be obtained by exchanging with others, and well-being is the result of social exchange.

Research at china and abroad has proven that the effective operation of social networks is not only conducive to the healthy development of individuals' physical and mental health, but also contributes to the acquisition of well-being. Social relationships are a very important factor that affects well-being indicators.

Cross-Cultural Study on Teacher Well-Being

The cross-cultural study on teacher well-being has been an important research direction in the field of education in recent years. Research by foreign scholars in this area has shown that there are significant differences in the well-being of teachers under different cultural backgrounds.

Zhang Hua (2018) conducted comparative research on primary and secondary school teachers in China and the United States and found that Chinese teachers' well-being is significantly lower than that of American teachers, closely related to factors such as high work pressure, fewer career development opportunities, and insufficient social support in China. He suggests that the education sector should draw on foreign experiences and improve teachers' well-being in China by improving the work environment, providing psychological support, and offering career development opportunities. Additionally, Wang Qiang's (2019) study indicates that the influence of cultural backgrounds on teacher well-being is not only reflected at the national level but also at the regional level. For example, teachers in the eastern regions of China report significantly higher well-being than those in the western

regions, closely related to factors such as higher economic development, abundant educational resources, and sufficient social support in the eastern regions.

On the practical level, many countries and regions have already begun to enhance teachers' well-being through cross-cultural comparative studies. For example, the European Union launched the "Teacher Well-Being Cross-Cultural Research Project" in 2017, proposing policy recommendations to improve teacher well-being based on surveys of teachers from multiple member states (Smith, 2018). Furthermore, a certain Asian country has significantly improved teachers' job satisfaction and well-being by implementing the "Teacher Well-Being Improvement Plan," drawing on the experiences of European and American countries (Lee, 2020).

In summary, cross-cultural studies on teacher well-being provide important theoretical support and practical guidance for educational practice. Future research should further explore strategies for enhancing teacher well-being in different cultural contexts and optimize and refine them in conjunction with specific practices.

With the improvement of life quality and the progress of human civilization, well-being is increasingly the focus of scholars in the fields of education and psychology. Happiness is a subjective psychological experience, an objective and inevitable psychological experience regarding whether needs and potential are met. Enhancing the well-being of elementary school teachers has a significant impact on their teaching work, affecting the learning and growth of elementary students. Based on this, this study employs theories and research related to well-being to propose guidelines for enhancing the sustainable well-being of primary and secondary school teachers.

Although very significant research results have been achieved regarding the correlation of teacher well-being, it is still in the initial stage of research, and researchers need to further explore it.

To sum up, with the improvement of life quality and the progress of human civilization, well-being has attracted more and more attention from scholars in the fields of education and psychology. Well-being is a subjective psychological experience, an objective and inevitable psychological experience of whether needs

and potential are met. Enhancing the well-being of primary school teachers has an important impact on their teaching work and affects the learning and growth of primary school students. Based on study relevant theories and research on well-being, try to provide guidelines for enhancing sustainable well-being of primary school teachers.

Chapter 3

Research Methodology

Research on the guidelines for enhancing sustainable well-being of primary school teachers, the researchers have the following procedures.

Phase 1: Studying the current situation and influencing factor of well-being of primary school teachers.

Phase 2: Developing the guidelines for enhancing sustainable well-being of primary school teachers.

Phase 3: Evaluating the adaptability and feasibility of guidelines for enhancing sustainable well-being of primary school teachers.

Research processes have the following procedures:

Phase 1: Studying the current situation and influencing factor of well-being of primary school teachers.

The population /Sample Group

The Population

According to data released by the Guangdong Provincial Department of Education in 2022, there are 10614 primary schools in Guangdong, the total number of full-time teachers in primary schools is 602033.

The Sample Group

A simple random sampling was conducted to select 1% of schools (8 schools) from a total of 10,614 primary schools in Guangdong Province. Then 400 teachers were randomly selected from 969 teachers through voluntary sampling as research subjects. 8 primary school including Heyuan City No. 3 Primary School, Xiacheng Primary School, Huangzidong Primary School, Xiantang Primary School, Chuantang Central Primary

School, Longchuan Experimental Primary School, Sankeng Primary School, Hongguang Primary School.

Table 3.1 Sampling Table

NO	Primary Schools	Teachers	
		Overall Sample	Sample
1	Heyuan City No. 3 Primary School	199	82
2	Xiacheng Primary School	173	71
3	Huangzidong Primary School	157	65
4	Xiantang Primary School	112	46
5	Chuantang Central Primary School	81	33
6	Longchuan Experimental Primary School	106	44
7	Sankeng Primary School	87	36
8	Hongguang Primary School	54	23
Total number of teachers		969	400

Research Instruments

Questionnaire

Questionnaire of studying the current situation and influencing factor of well-being of primary school teachers. The instrument to collect the data for objective one, to study the current situation of well-being of primary school teachers in was questionnaire.

The preliminary questionnaire questions were designed based on Literature research and the PISA2021 teacher well-being assessment framework. In order to ensure the accuracy of measurement, conducted a small-scale preliminary survey among teachers of No. 3 Primary School in Heyuan City. Questions were deleted and modified based on the results and feedback and completed the formal questionnaire.

Part 1: Questionnaire on general information of the respondents (Including gender, age, educational background, teaching years, professional title, and position.)

Part 2: Survey on the current situation of well-being of primary school teachers. The questionnaire designed for teacher well-being in the following ten

dimensions: 1) cognitive well-being; 2) subjective well-being; 3) physical and mental well-being; 4) social well-being; 5) self-rated well-being; 6) work environment; 7) school culture and management; 8) compensation and benefits; 9) Career development; 10) Work stress and burnout.

The data interpretation for average value based on Rensis Likert (1932), as follows:

- 4.50 – 5.00 express highest level
- 3.50 – 4.49 express high level
- 2.50 – 3.49 express moderate level
- 1.50 – 2.49 express low level
- 1.00 – 1.49 express lowest level

Constructing a questionnaire process

The construction process of the questionnaire was as follows:

Step 1: Reviewing and analyzing documents, concepts, theories, and research related to well-being of primary school teachers.

Step 2: Constructing the questionnaire about the current situation of well-being of primary school teachers. Then, sending the questionnaire outline of questionnaire to the thesis advisors to review and revise the contents according to the suggestions.

Step 3: The index of objective congruence (IOC) of the questionnaire was examined by five experts. The index of objective congruence (IOC) was 0.85- 1.00.

Step 4: Revise the questionnaire based on the experts' suggestions.

Step 5: Questionnaires were distributed to 40 teachers of No. 3 Primary School in Heyuan City for pre-survey.

Step 6: Questionnaire was applied to 400 teachers in primary schools in Guangdong.

Data Collection

To study the current situation issues of well-being in primary school teachers, as following procedures:

Step 1: The researcher requested a letter of request from the Graduate School of Bansomdejchaopraya Rajabhat University to collect data from 400 teachers in primary school in Guangdong.

Step 2: The researcher distributed questionnaires to 400 teachers in primary school in Guangdong and ensured that 100% questionnaires were recovered.

Data Analysis

The researcher analyzes the data by package program, as follows:

Step 1: Frequency and percentage analysis was conducted on the personal information of questionnaire respondents and respondents, classified by gender, age, educational background, etc.

Step 2: The current situation of teacher well-being in primary school was analyzed using the average and standard deviation of the following ten aspects: dimensions: 1) cognitive well-being; 2) subjective well-being; 3) physical and mental well-being; 4) social well-being; 5) motives for leaving; 6) work environment; 7) school culture and management; 8) compensation and benefits; 9) Career development; 10) Work stress and burnout.

Phase 2: Developing the guidelines for enhancing sustainable well-being of primary school teachers.

Target Group

Interviewees Group

The research subjects are 12 teachers including principals and professional teachers at primary school. The qualification requirements for interviewees are: 1) senior teacher or above academic title; 2) more than 5 years of primary school management experience; 3) working as a primary school teacher for more than 10 years.

Table 3.2 Lists of primary school and interviewee size

NO	Primary Schools	Interviewers	
		Principal	Teachers
1	Heyuan City No. 3 Primary School	1	2
2	Hongguang Primary School	1	2
3	Xiacheng Primary School	1	2
4	Chuantang Central Primary School	1	2
Total		12	

Research Instruments

Structured Interview

Data collection for objective two was obtained through interview. Based on the results of objective one, the result of survey on the current situation of well-being of primary school teachers. The study involved structured interviews with 12 primary school principals and senior teachers in Guangdong.

The main content of the interview is centered on the following six themes: 1) What are your views on the current situation of primary school teacher well-being? 2) What are the factors that influence primary school teachers' well-being or unwell-being? 3) What external conditions are needed for primary school teachers to achieve sustainable well-being? 4) What conditions do primary school teachers need to achieve sustainable well-being? 5) What are the ways and guidelines for primary school teachers to improve their well-being? 6) What is the description of the ideal working state of well-being? A total of 12 teachers were interviewed. The interview results were processed and used as a basis for developing guidelines.

The following should be noted when talking with primary school principals and senior teachers: 1) The principle of sincerity: introduce yourself and your research, pay attention to the use of language, prioritize the habits of the interviewees, follow the rules of conversation, and encourage the interviewees to actively express their ideas. 2) Voluntary principle: Respondents have the right to

withdraw at any time and are not responsible for the research. 3) Confidentiality principle: Make a clear confidentiality commitment to the interviewee.

Data Collection

Step 1: The researcher created the interview questionnaire.

Step 2: The researcher sends an invitation letter to the interviewees who participated in proposing guidelines.

Step 3: conduct interviews with 12 participants, each interview lasting no less than 30 minutes.

Step 4: The researchers summarized the discussion and specific data.

Data Analysis

The data from the interview questionnaire was analyzed by Content Analysis. Based on the principle of freedom and voluntariness, the experts spoke freely during the interview and gave the direction of phase 2 (Developing the guidelines for enhancing sustainable well-being of primary school teachers). According to the research results of researcher objective 2 (Developing the guidelines for enhancing sustainable well-being of primary school teachers), gave more new ideas on the sustainable well-being of primary school teachers.

Phase 3: Evaluating the adaptability and feasibility of guidelines for enhancing sustainable well-being of primary school teachers.

Target Group

Evaluation Group

The experts who evaluated the adaptability and feasibility of the "guidelines for enhancing sustainable well-being of primary school teachers" were five high professional title experts. The qualification requirements for experts are as follows: 1) More than 15 years of primary school education work experience; 2) Rich experience in education management; 3) Assistant professor or above academic title.

Table 3.3 Lists of higher colleges and expert size

No	Higher Colleges	Experts
1	Heyuan Polytechnic	3
2	Guangdong Polytechnic Normal University	2
Total number of experts		5

Research Instruments

Evaluation Form

This instrument collects the data for objective three, to evaluate the adaptability and feasibility of guidelines for enhancing sustainable well-being of primary school teachers. 5 experts were invited to evaluate the adaptability and feasibility of the guideline by using the Likert scale method. The data interpretation for average value is based on Rensis Likert (1932). The data interpretations are as follows:

- 4.50 – 5.00 express highest level
- 3.50 – 4.49 express high level
- 2.50 – 3.49 express moderate level
- 1.50 – 2.49 express low level
- 1.00 – 1.49 express lowest level

Data Collection

To evaluate the adaptability and feasibility of guidelines for enhancing sustainable well-being of primary school teachers, as following procedures:

Step 1: The researchers created an evaluation form regarding guidelines for enhancing the sustainable well-being of primary school teachers.

Step 2: The researcher invites experts to fill in the evaluation form.

Step 3: The researcher summarizes and analyzes the evaluation form.

Data Analysis

Average value and standard deviation analysis were conducted to evaluate the adaptability and feasibility of guidelines for enhancing sustainable well-being of primary school teachers.

Summary

The research was mixed methodology design which were comprised of quantitative and qualitative research. There were three processes of research which were research proposal preparation, research procedures, and research report. The research procedures consisted of 3 phases:

Phase 1: Studying the current situation and influencing factor of well-being of primary school teachers.

Phase 2: Developing the guidelines for enhancing sustainable well-being of primary school teachers.

Phase 3: Evaluating the adaptability and feasibility of guidelines for enhancing sustainable well-being of primary school teachers.

The first phase serves as the evidence base for the first objective. The second phase serves as evidence for the second objective. The third phase serves as evidence for the third objective.

The conclusions of research methodology were as below:

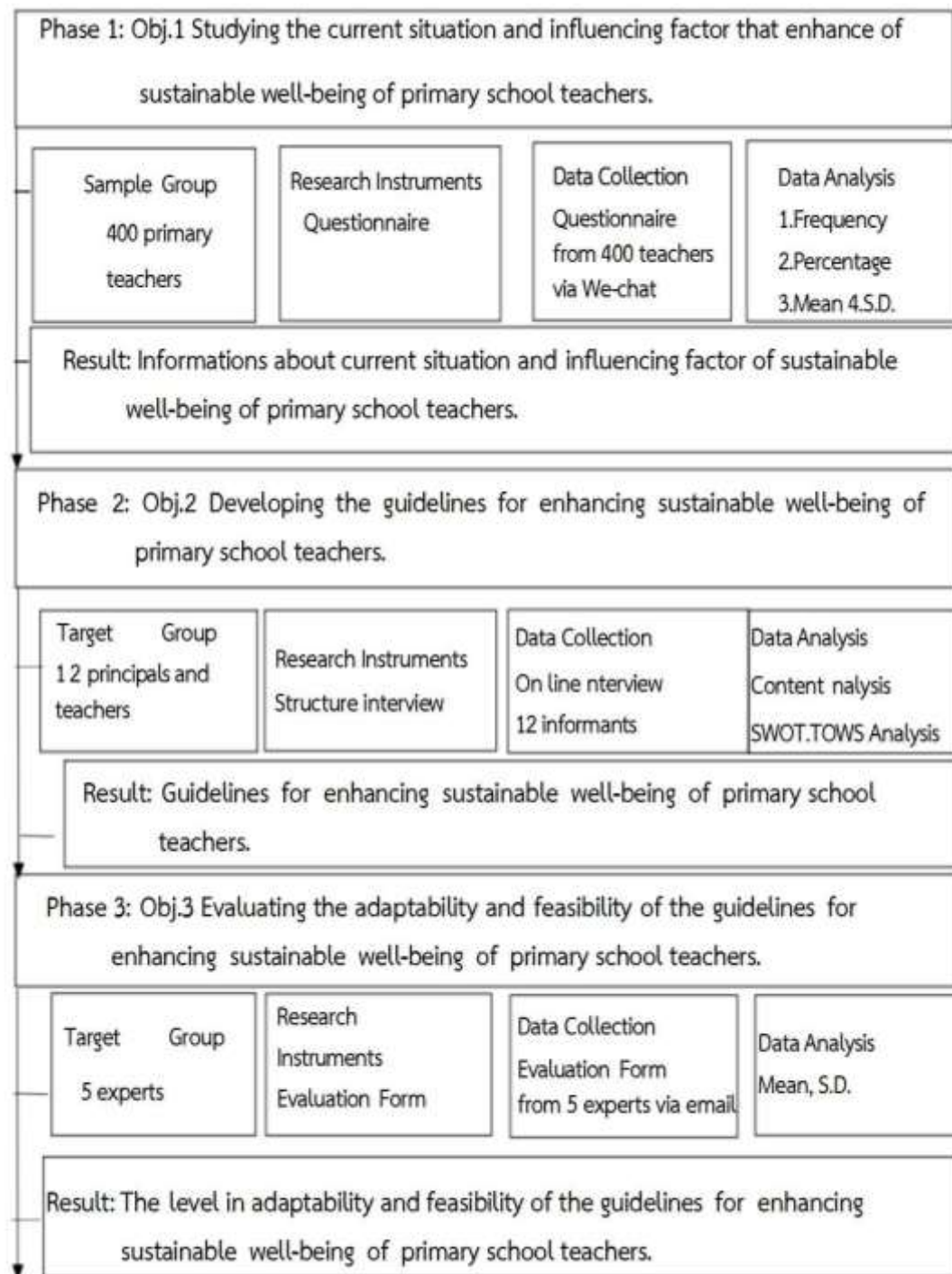


Figure 3.1 Research steps

Chapter 4

Results of Analysis

This study focuses on the development of guidelines for the development of sustainable well-being for primary school teachers. The objectives of this research were: 1) To study the current situation and influencing factor of well-being of primary school teachers. 2) To develop the guidelines for enhancing sustainable well-being of primary school teachers. 3). To evaluate the adaptability and feasibility of guidelines for enhancing sustainable well-being of primary school teachers. The data analysis result can be presented as follows:

1. Symbol and abbreviations
2. Presentation of data analysis
3. Results of data analysis

The details are as follows.

Symbol and abbreviations

- | | |
|-----------|------------------------------|
| N | Refers to sample group |
| \bar{X} | Refers to average value |
| S.D. | Refers to standard deviation |

Presentation of Data Analysis

Part 1: Quantitative Analysis

The quantitative analysis of this study was divided into two steps, focusing on the demographic characteristics of the respondents and the current status and influencing factors of primary school teachers' well-being.

Step 1: Analysis of Respondents' Personal Information

The analysis results are classified by variables such as gender, age, professional title, income, and school type. Data are expressed as frequencies and

percentages, providing a demographic breakdown of respondents. This step provides insight into the

background characteristics of the sample group and helps ensure that the data collected are representative of the wider population of primary school teachers.

Step 2: Analysis of the current situation and influencing factor of well-being of primary school teachers

This article focuses on analyzing the four main aspects of well-being: cognitive well-being, subjective well-being, physical and mental well-being and social well-being. The data use means and standard deviations to reflect the overall level of primary school teachers' well-being. This provides a detailed overview of each aspect of development, revealing areas where further improvements can be made.

Part 2: Qualitative Analysis

Qualitative analysis presents insights gained from structured interviews with experts on guidelines for sustainable well-being for primary school teachers. This section can be divided into two steps:

Step 1: Interview Content Analysis

Qualitative content analysis of the interview responses was used to classify the expert interviews and identify themes relevant to guideline development. This analysis helps to understand expert recommendations for developing guidelines to improve primary school teachers' sustainable well-being.

Step 2: SWOT and TOWS Analysis

The SWOT analysis method was used to classify the internal and external factors that influenced the development of the guideline. This analysis examines strengths, weaknesses, opportunities, and threats related to primary school teachers' well-being. Based on the SWOT findings, the TOWS analysis was conducted to create guideline recommendations. TOWS analysis combines internal strengths and weaknesses with external opportunities and threats to develop actionable measures to improve primary school teachers' sustainable well-being.

Part 3: Evaluation of Appropriateness and Feasibility

The guidelines for improving sustainable well-being of primary school teachers are evaluated by experts based on their appropriateness and feasibility. The evaluation is carried out in a structured form and expressed by means and standard deviations. This analysis determined the overall effectiveness of the proposed guidelines, ensuring they were consistent with the needs of primary school teachers.

Results of Data Analysis

Part 1: Quantitative Analysis

Step 1: Analysis of Respondents' Personal Information

Respondent information is categorized by variables such as gender, grade, income, professional title, etc., and is expressed in the form of frequencies and percentages. This step provides insights into the background characteristics of the sample group and helps ensure that the data collected are representative of the larger population of elementary school teachers.

Table 4.1 Number of people and percentage of respondents

		(n=400)	
Personal Information		Frequency	Percentage
Gender	Male	91	22.75
	Female	309	77.25
	Total	400	100
Age	20-30	117	29.25
	31-40	111	27.75
	41-50	111	27.75
	Above 51	61	15.25
	Total	400	100

Table 4.1 (Continued)

(n=400)

Personal Information		Frequency	Percentage
Educational background	Secondary normal	4	1
	junior college	123	30.75
	undergraduate course	272	68
	Master's degree or above	1	0.25
	Total	400	100
School type	Public	284	71
	Private	116	29
	Total	400	100
Of school age	Less than 5 years	89	22.25
	5-10 Years	93	23.25
	10-20 Years	86	21.5
	More than 20 years	132	33
	Total	400	100
Administrative post	Middle-level management	96	24
	Teacher	304	76
	Total	400	100
Technical title	Primary	194	48.5
	Intermediate	166	41.5
	Senior	28	7
	Special grade	12	3
	Total	400	100
Whether the head teacher	Yes	224	56
	No	176	44
	Total	400	100

Table 4.1 (Continued)

(n=400)

Personal Information		Frequency	Percentage
Family Annual Income (RMB)	30000-50000	71	17.75
	50000-80000	121	30.25
	80000-100000	134	33.5
	Above 100000	74	18.5
Total		400	100

Table 4.1 shows that this study involved a total of 400 valid participants, including 91 males, accounting for 22.75%, and 309 females, accounting for 77.25%. There are 284 students in public schools, accounting for 71%, and 116 students in private schools, accounting for 29%. There are 96 administrative staff, accounting for 24%, and 304 professional teachers, accounting for 76%. There are 224 head teachers, accounting for 56%, and 176 non-head teachers, accounting for 44%. Among the respondents, 117 were aged 20-30, accounting for 29.25%, 111 were aged 32-40, accounting for 27.75%, 111 were aged 41-50, accounting for 27.75%, and 61 were over 51, accounting for 15.25% . Most of the respondents have a college or undergraduate degree, accounting for 30.75% and 68%. Most of the respondents have junior or intermediate professional titles, accounting for 48.5% and 41.5%. Most of the respondents have an annual income of 50,000-100,000 yuan, a total of 255 people, accounting for 63.75%. It can be seen that the overall distribution of the population surveyed in this questionnaire is relatively even.

Step 2: Analysis of the current situation and influencing factor of well-being of primary school teachers

This article focuses on analyzing the four main aspects of well-being: cognitive well-being, subjective well-being, physical and mental well-being and social well-being. The data use means and standard deviations to reflect the overall level

of primary school teachers' well-being. This provides a detailed overview of each aspect of development, revealing areas where further improvements can be made.

Table 4.2 Analysis results of the current state of well-being of primary school teachers

(n=400)				
Well-being of primary school teachers	\bar{X}	S.D.	level	rank
Cognitive well-being	3.66	1.19	High	2
Subjective well-being	3.65	1.15	High	3
Physical and mental well-being	3.15	1.22	Moderate	5
Social well-being	4.04	0.95	High	1
Self-rated well-being	3.21	1.01	Moderate	4
Total	3.54	1.10	High	

According to Table 4.2, the four dimensions of primary school teachers' happiness are described and analyzed, and the results are given in the form of mean and standard deviation. Judging from the average of the four dimensions, three dimensions are at a high level and two dimension is at a Moderate level. The following is the ranking of each dimension, from high to low: the first is Social well-being ($\bar{X}=4.04$), the second is Cognitive well-being ($\bar{X}=3.66$), the third is Subjective well-being ($\bar{X}=3.65$), and the fourth is Self-rated well-being ($\bar{X}=3.21$), the fifth is Physical and mental well-being ($\bar{X}=3.15$). The above results show that the social well-being of primary school teachers is the highest level, but the physical and mental well-being of primary school teachers is the lowest level.

Table 4.3 Analysis results of cognitive well-being

(n=400)

Cognitive well-being	\bar{X}	S.D.	Level	Rank
1. I can successfully complete the scheduled education and teaching tasks.	3.86	1.45	High	3
2. I was easily distracted.	3.12	1.09	Moderate	6
3. In the teaching work, I can control the classroom order and stimulate students' interest in learning.	4.13	0.98	High	1
4. I am interested in primary school education and teaching work.	4.06	1.05	High	2
5. Compared with other jobs, I am satisfied with the social status of primary school teachers.	3.29	1.33	Moderate	5
6. I am very satisfied with the environment and stability of the job.	3.52	1.23	High	4
Total	3.66	1.19	High	

According to Table 4.3 that the current cognitive well-being status of primary school teachers is at a high level ($\bar{X}=3.66$). Judging from the survey results, from high to low, question 3 "In teaching work, I can control the classroom order and stimulate students' interest in learning" scored high ($\bar{X}=4.13$), and question 4 "I am interested in primary school education and teaching work." "The score is high ($\bar{X}=4.06$), and question 1 "I can successfully complete the scheduled education and teaching tasks" has a high score ($\bar{X}=3.86$). Question 6 "I am very satisfied with the environment and stability of this job" has a high score ($\bar{X}=3.52$). Question 6 "Compared with other jobs, I am satisfied with the social status of a primary school teacher." The score is moderate ($\bar{X}=3.29$). Question 2 "I am easily distracted when working at school." The score was moderate ($\bar{X}=3.12$).

Table 4.4 Analysis results of subjective well-being

(n=400)

Subjective well-being	\bar{X}	S.D.	Level	Rank
1. A day's work brought me nearly apart.	3.65	1.27	High	3
2. At work, I often feel depressed, have bad temper, and even sometimes beyond control	3.45	1.26	Moderate	6
3. I find the work very boring and monotonous.	3.28	1.16	Moderate	7
4. Education and teaching work has brought me great psychological pressure, often let me feel restless.	3.53	1.26	High	5
5. I feel that my value is reflected in my primary school work.	3.56	1.10	High	4
6. Seeing the growth and progress of students, I have a sense of achievement.	4.35	0.93	High	1
7. I can get the psychological satisfaction from the primary school education work.	3.75	1.06	High	2
Total	3.65	1.15	High	

According to Table 4.4, it can be observed that the current level of subjective well-being among primary school teachers is relatively high ($\bar{X}=3.65$). According to the survey results, ranked from highest to lowest, Question 6 "Seeing the growth and progress of students gives me a sense of achievement." scored high ($\bar{X}=4.35$), Question 7 "I can derive psychological satisfaction from my work in primary education." scored high ($\bar{X}=3.75$), Question 1 "A day's work leaves me almost exhausted." scored high ($\bar{X}=3.65$). Question 5 "I feel that my value is reflected in my work at the primary school." scored high ($\bar{X}=3.56$). Question 4 "Educational teaching work brings me tremendous psychological pressure, often making me feel restless and uneasy." scored high ($\bar{X}=3.53$). Question 2 "I often feel emotionally low and

irritable at work, sometimes to the point of being uncontrollable." scored moderate ($\bar{X}=3.45$). Question 3 "I find my work boring and monotonous." scored moderate ($\bar{X}=3.28$).

Table 4.5 Analysis results of physical and mental well-being

(n=400)

Physical and mental well-being	\bar{X}	S.D.	Level	Rank
1. Because I often have to bow the head to correct homework, making courseware, my cervical vertebra, vision and other problems.	4.04	1.12	High	1
2. The thought of work makes me feel uncomfortable.	2.57	1.21	Moderate	3
3. My professional status has affected my physical health status.	2.95	1.32	Moderate	2
Total	3.15	1.22	Moderate	

According to Table 4.5, it can be seen that the current level of physical and mental well-being among primary school teachers is at a moderate level ($\bar{X}=3.15$). According to the survey results, ranked from highest to lowest, Question 1 "Due to the need to frequently look down to correct homework and create teaching materials, I have developed problems with my neck and vision," and Question 3 "My professional status has affected my physical health condition," scored moderately ($\bar{X}=2.95$). Question 2 "Thinking about work makes me feel physically uncomfortable," scored moderately ($\bar{X}=2.57$).

Table 4.6 Analysis results of social well-being

(n=400)

Social well-being	\bar{X}	S.D.	Level	Rank
1. I get along well with my leaders.	4.11	0.97	High	2
2. The students' parents are very supportive of my work.	3.90	1.01	High	5
3. I can get the help and support from my colleagues in my work.	4.24	0.89	High	1
4. Students like my class, and we get along like friends.	3.93	0.92	High	4
5. My work can get the support and encouragement of my leaders.	4.00	0.96	High	3
Total	4.04	0.95	High	

According to Table 4.6, it can be observed that the current level of social well-being among primary school teachers is at a relatively high level ($\bar{X}=4.04$). According to the survey results, ranked from highest to lowest, Question 3 "I can get help and support from my colleagues at work," scored high ($\bar{X}=4.24$), Question 1 "I get along well with my leaders," scored high ($\bar{X}=4.11$), and Question 5 "My work can receive support and encouragement from my leaders," scored high ($\bar{X}=4.00$). Question 4 "Students enjoy my classes, and we get along like friends," scored high ($\bar{X}=3.93$). Question 2 "The parents of my students are very supportive of my work," scored high ($\bar{X}=3.90$).

Table 4.7 Analysis results of self-rated well-being

(n=400)

Self-rated well-being	\bar{X}	S.D.	Level	Rank
1. I have ample time to enjoy activities outside of work, which leaves me feeling refreshed.	3.11	0.95	Moderate	5
2. Balancing teaching and non-teaching duties affects my overall satisfaction with work and life.	3.03	1.04	Moderate	7
3. The environment and facilities of my campus are very good.	3.61	0.97	High	2
4. The school provides teachers with more opportunities for external training, exchanges, and study visits.	3.16	0.95	Moderate	4
5. I am satisfied with my benefits and salary in my current job.	3.04	1.16	Moderate	6
6. The school's management systems are fair and just, which makes me feel satisfied.	3.47	0.91	Moderate	3
7. I am satisfied with having a longer vacation every year.	4.13	0.95	High	1
8. The heavy teaching tasks made me feel very stressed, with symptoms like hoarseness, headaches, and insomnia.	2.82	1.21	Moderate	8
9. The demands of teaching impact my overall physical and mental well-being.	2.52	0.95	Moderate	9
Total	3.21	1.01	Moderate	

According to Table 4.7, it can be observed that the current level of self-rated well-being among primary school teachers is at a relatively moderate level ($\bar{X}=3.21$). According to the survey results, ranked from highest to lowest, Question 7 "I am satisfied with having a longer vacation every year." scored high ($\bar{X}=4.13$), Question 3 "The environment and facilities of my campus are very good." scored high ($\bar{X}=3.61$), Question 6 "The school's management systems are fair and just, which makes me feel satisfied." scored moderate ($\bar{X}=3.47$). Question 4 "The school provides teachers with more opportunities for external training, exchanges, and study visits." scored moderate ($\bar{X}=3.16$). Question 1 "I have ample time to enjoy activities outside of work, which leaves me feeling refreshed." scored moderate ($\bar{X}=3.11$). Question 5 "I am satisfied with my benefits and salary in my current job." scored moderate ($\bar{X}=3.04$), Question 2 "Balancing teaching and non-teaching duties affects my overall satisfaction with work and life." scored moderate ($\bar{X}=3.03$), Question 8 "The heavy teaching tasks made me feel very stressed, with symptoms like hoarseness, headaches, and insomnia." scored moderate ($\bar{X}=2.82$). Question 9 "The demands of teaching impact my overall physical and mental well-being." scored moderate ($\bar{X}=2.52$).

Table 4.8 Factors affecting the sustainable well-being of Primary school teachers

(n=400)

Factors Affecting	\bar{X}	S.D.	Level	Rank
Work environment	2.81	1.18	Moderate	5
School culture and management	3.12	1.20	Moderate	2
Compensation and benefits	3.25	1.19	Moderate	1
Career development	2.87	1.29	Moderate	4
Work stress and burnout	3.06	1.24	Moderate	3
Total	3.02	1.22	Moderate	

According to Table 4.8, the primary school teachers surveyed believe that the factors that affect sustainable well-being are as follows: the most important factor is compensation and benefits ($\bar{X}=3.25$), the second most important factor is work resources ($\bar{X}=3.12$), the third most important is work stress and burnout ($\bar{X}=3.06$), and the fourth most important is career development ($\bar{X}=2.87$). The fifth most important factor is the work environment ($\bar{X}=2.81$). The following is an analysis of the influencing factors.

Table 4.9 Analysis results of work environment

(n=400)				
Work environment	\bar{X}	S.D.	Level	Rank
1. My non-teaching tasks had a negative impact on my teaching ability.	2.89	1.27	Moderate	2
2. Many of the students in my class were disobedient and chaotic.	2.14	1.12	Low	3
3. My campus has very good facilities.	3.39	1.15	Moderate	1
Total	2.81	1.18	Moderate	

According to Table 4.9, the working environment is at a moderate level ($\bar{X}=2.81$). From the research results, from high to low, question 3 "My campus environment and facilities are very good." scored moderate ($\bar{X}=3.39$), question 1 "My non-teaching work tasks (such as parent communication, administrative affairs, etc.) have a negative impact on my teaching ability." scored moderate ($\bar{X}=2.89$), and question 2 "Many students in the class I teach are disobedient and the class is very chaotic." scored low ($\bar{X}=2.14$).

Table 4.10 Analysis results of school culture and management

(n=400)

School culture and management	\bar{X}	S.D.	Level	Rank
1. The relevant departments of the school are concerned about the teachers' work and life.	3.28	1.23	Moderate	2
2. The school's various management system is fair and fair, which makes me feel satisfied.	3.36	1.21	Moderate	1
3. The school provides teachers with a rich and colorful amateur cultural life.	2.58	1.23	Moderate	4
4. I have the opportunity to participate in the democratic management of the school.	3.10	1.21	Moderate	3
Total	3.12	1.20	Moderate	

According to Table 4.10, the school culture and management is at a moderate level ($\bar{X}=3.12$). From the research results, from high to low, question 2 "The school's various management systems are fair and just, which makes me feel satisfied." scored moderate ($\bar{X}=3.36$). Question 1 "The relevant departments of the school care about the work and life of teachers" scored moderate ($\bar{X}=3.28$). Question 4 "I have the opportunity to participate in the democratic management of the school." scored moderate ($\bar{X}=3.10$). Question 3 "The school provides teachers with a rich and colorful amateur cultural life." scored moderate ($\bar{X}=2.58$).

Table 4.11 Analysis results of compensation and benefits

(n=400)

Compensation and benefits	\bar{X}	S.D.	Level	Rank
1. I am satisfied with the payment of performance pay.	2.90	1.23	Moderate	3
2. I am satisfied with the benefits of my current job.	2.96	1.28	Moderate	2
3. I am satisfied with having the longer holidays each year.	3.90	1.07	High	1
Total	3.25	1.19	Moderate	

According to Table 4.11, the compensation and benefits are at a moderate level ($\bar{X}=3.25$). From the research results, from high to low, question 3 "I am satisfied with the long vacation every year." scored high ($\bar{X}=3.90$), question 2 "I am satisfied with the benefits and salary I get from my current job." scored moderate ($\bar{X}=2.96$), and question 1 "I am satisfied with the salary payment after the implementation of performance-based salary." scored moderate ($\bar{X}=2.90$).

Table 4.12 Analysis results of Career development

(n=400)

Career development	\bar{X}	S.D.	Level	Rank
1. I am satisfied with the promotion and evaluation of my professional title.	2.87	1.29	moderate	4
2. The school can provide teachers with more opportunities for overseas training exchanges and study visits.	3.29	1.15	Moderate	1
3. I have a clear career development plan and am working towards my goals.	3.15	1.16	Moderate	3

Table 4.12 (Continued)

(n=400)

Career development	\bar{X}	S.D.	Level	Rank
4. The school provides teachers with sufficient career development guidance and support.	3.01	1.28	Moderate	2
Total	3.08	1.22	Moderate	

According to Table 4.12, Career development is at a Moderate level ($\bar{X}=3.08$). From the research results, from high to low, question 2 "The school can provide teachers with more opportunities for external training, exchanges and study visits." scored Moderate ($\bar{X}=3.29$), question 3 "I have a clear career development plan and am working towards my goals." scored Moderate ($\bar{X}=3.15$), question 4 "The school provides teachers with sufficient career development guidance and support." scored Moderate ($\bar{X}=3.01$), question 1 "I am satisfied with my professional title promotion and evaluation." scored Moderate ($\bar{X}=2.87$),

Table 4.13 Analysis results of work stress and burnout

(n=400)

Work stress and burnout	\bar{X}	S.D.	Level	Rank
1. The teacher's evaluation and assessment method makes me feel very anxious.	2.73	1.14	moderate	3
2. Every day there are endless things to do, no time to do what I like, make me very tired.	3.25	1.26	moderate	1
3. Heavy education and teaching tasks let me feel a lot of pressure, there are hoarseness, headache, insomnia, early wake up and other phenomena.	3.20	1.32	moderate	2
Total	3.06	1.24		

According to Table 4.13, work stress and burnout are at a moderate level ($\bar{X}=3.06$). From the research results, from high to low, question 2 "There are endless things to do every day, no time to do what I like, which makes me very tired." scored high ($\bar{X}=3.25$), question 3 "The heavy teaching tasks make me feel very stressed, and I have hoarseness, headaches, insomnia, early awakening, etc." scored moderate ($\bar{X}=3.20$), question 1 "The evaluation and assessment methods of teachers make me feel very anxious." scored moderate ($\bar{X}=2.73$).

In summary, according to the interpretation of the average data of the Rensis-Likert (1932) scale, the applicable range is as follows: 4.50 - 5.00 is the highest level, 3.50 - 4.49 is the high level, 2.50 - 3.49 is the moderate level, 1.50 - 2.49 is the low level, and 1.00 - 1.49 is the lowest level. The questionnaire survey of primary school teachers in Guangdong Province showed that the self-assessed well-being of the interviewed primary school teachers was at a moderate level ($\bar{X}=3.21$). From the average of the four dimensions, the average score of the "social well-being" dimension was the highest ($\bar{X}=4.04$), followed by "cognitive well-being" ($\bar{X}=3.66$), "subjective well-being" ($\bar{X}=3.65$), and "physical and mental well-being" ($\bar{X}=3.15$). Primary school teachers believe that the most important factors affecting sustainable well-being are compensation and benefits ($\bar{X}=3.25$), followed by school culture and management ($\bar{X}=3.12$), work stress and burnout ($\bar{X}=3.06$), Career development ($\bar{X}=2.87$), and work environment ($\bar{X}=2.81$). This data shows that the overall level of well-being of primary school teachers is not high, and there are differences in different dimensions. The role of primary school teachers is recognized and supported by society, and the social well-being is relatively high, but the physical and mental well-being of primary school teachers needs more attention. Primary school teachers believe that it is necessary to improve compensation and benefits, provide more school culture and management and Career development opportunities, and reduce work stress and burnout in order to develop sustainable well-being.

Part 2: Qualitative Analysis

Qualitative analysis presents insights gained from structured interviews with experts on guidelines for sustainable well-being for primary school teachers. This section can be divided into two steps:

Step 1: Interview Content Analysis

Qualitative content analysis of the interview responses was used to classify the expert interviews and identify themes relevant to guideline development. This analysis helps to understand expert recommendations for developing guidelines to improve primary school teachers' sustainable well-being.

Table 4.14 Personal information of interviewee

NO	School	Title background	Interview date and method
Interviewee 1	Heyuan City No. 3 Primary School	Title: Special teacher Expertise: President Work experience: 32years	August 26, 2024 at 09:15 pm, On line
Interviewee 2	Heyuan City No. 3 Primary School	Title: Intermediate teacher Expertise: Director of teaching office Work experience: 17years	August 26, 2024 at 10:30 pm, On line
Interviewee 3	Xiacheng Primary School	Title: Advanced teacher Expertise: Vice-president Work experience: 25years	August 27, 2024 at 09:00 pm, On line
Interviewee 4	Xiacheng Primary School	Title: Intermediate teacher Expertise: Professional teacher Work experience: 12years	August27, 2024 at 10:30 pm, On line
Interviewee 5	Huangzidong Primary School	Title: Advanced teacher Expertise: President Work experience: 21years	August 28, 2024 at 09:00 pm, On line

Table 4.14 (Continued)

NO	School	Title background	Interview date and method
Interviewee 6	Huangzidong Primary School	Title: Advanced teacher Expertise: Head teacher Work experience: 16years	August 28, 2024 at 10:30 pm, On line
Interviewee 7	Hongguang Primary School	Title: Advanced teacher Expertise: President Work experience: 24years	August 29, 2024 at 09:00 pm, On line
Interviewee 8	Hongguang Primary School	Title: Intermediate teacher Expertise: Head teacher Work experience: 11years	August 29, 2024 at 10:30 pm, On line
Interviewee 9	Longchuan Experimental Primary School	Title: Advanced teacher Expertise: President Work experience: 23years	August 30, 2024 at 09:00 pm, On line
Interviewee 10	Longchuan Experimental Primary School	Title: Advanced teacher Expertise: Director of logistic office Work experience: 19years	August 30, 2024 at 10:30 pm, On line
Interviewee 11	Sankeng Primary School	Title: Special teacher Expertise: President Work experience: 27years	August 31, 2024 at 09:00 pm, On line
Interviewee 12	Sankeng Primary School	Title: Intermediate teacher Expertise: Professional teacher Work experience: 22years	August 31, 2024 at 10:30 pm, On line
Total		12	

Table 4.14 shows that this study involves 12 respondents, including 6 principals, accounting for 50%, 2 directors, accounting for 16.7%, 2 head teachers, accounting for 16.7%, 2 professional teachers, accounting for 16.6%, 2 special teachers, accounting for 16.7%, 6 senior teachers, accounting for 50%, and 4 intermediate teachers, accounting for 33.4%. Working years, 5 people, accounting for 42% of 11-20 years. 7 people, accounting for 52% of more than 20 years. There are 6 schools in total, 2 people in each school. The overall distribution of the population in this questionnaire survey is relatively even. The interview form is online face-to-face, and each interview is one-to-one to ensure that the interviewee is not disturbed by other factors. The specific interview content is as follows.

Interviewee 1:

1. Understanding of teachers' well-being

I think teachers' well-being comes from many aspects, including students' growth and success, as well as their sense of achievement in their profession and their love for education. The key to teachers' well-being is to be able to balance work and life and feel that their efforts have been recognized by society.

2. Reasons for feeling happy or unhappy

The reasons for happiness are mainly students' grades and the overall development of the school. For example, I feel very proud to see students who used to have poor grades achieve excellent results through hard work. However, the reasons for unhappiness are usually related to work pressure and heavy management tasks, especially when dealing with parents and social expectations, which sometimes feel very stressful.

3. Necessary external conditions for improving well-being

I think that in order to improve teachers' well-being, schools should provide a good working environment, reasonable salary and benefits, and rich training opportunities. At present, the school has done a good job in the working environment, but further improvement is needed in salary and benefits.

4. Necessary personal qualities and ways to improve well-being.

Teachers need to have good psychological quality, communication skills and self-regulation skills. These qualities can help them better cope with challenges in their work. In addition, teachers should learn to manage their time, maintain a positive attitude towards life, and cultivate hobbies to improve their sense of well-being.

5. Ideal working state

In my opinion, the ideal working state should be that teachers can arrange teaching independently, enjoy sufficient teaching resources support, the school atmosphere is harmonious, and teachers respect each other and have good communication. In such an environment, teachers can focus on education and students can grow in a positive atmosphere.

6. Suggestions for Improving Primary School Teachers' well-being

I suggest that schools regularly organize mental health training and team building activities to help teachers relieve stress and enhance team cohesion. It is also very important to establish a support system among teachers. By exchanging experiences, teachers can learn from each other and make progress together. I hope that the education department can pay more attention to the mental health of teachers and provide more resources to support them. In addition, society should give teachers more understanding and respect so that they can devote themselves to education with more peace of mind.

Interviewee 2:

1. Understanding of teachers' well-being

In my opinion, teachers' happiness mainly comes from their sense of professional achievement and social recognition. When a teacher sees students' growth and progress in teaching and feels recognized by parents and colleagues, they will feel happy. In addition, a good working environment and support system are also crucial to teachers' happiness.

2. Reasons for feeling happy or unhappy

What makes me happy is usually seeing students achieve excellent results and the teacher team can work together effectively. However, I feel unhappy when I encounter insufficient school resources, high pressure on teachers, or social misunderstanding of education. These factors sometimes make teachers feel isolated and misunderstood.

3. Necessary external conditions for improving well-being

To improve teachers' happiness, schools need to provide sufficient teaching resources, a good working environment and a reasonable workload. At the same time, education policies should pay more attention to the welfare and treatment of teachers to ensure that they can get the social respect they deserve. At present, the social status and treatment of teachers still need to be further improved.

4. Necessary personal qualities and ways to improve well-being.

Teachers need to have a strong sense of responsibility, patience and communication skills to effectively cope with various challenges in teaching. In order to improve their sense of happiness, teachers should learn to self-regulate their emotions, maintain a positive attitude, and regularly participate in professional training and psychological counseling, so that they can better cope with the pressure at work.

5. Ideal working state

My ideal working state is that teachers can work in a supportive environment, have sufficient resources and autonomy, and at the same time gain respect and support from students, parents and colleagues. In this state, teachers can give full play to their professional abilities, and students can also learn and grow in a positive environment.

6. Suggestions for Improving Primary School Teachers' well-being

I suggest that schools should set up regular teacher psychological counseling programs and encourage teachers to participate in professional development training courses. In addition, schools should strengthen communication between teachers and establish mutual aid groups so that they can support each other at work and

solve problems together. I believe that society should attach more importance to the profession of teachers and improve the social status and treatment of teachers through policy adjustments. In addition, schools should provide teachers with more development opportunities so that they can continuously improve their professional level and maintain high enthusiasm for work.

Interviewee 3:

1. Understanding of teachers' well-being

I think teachers' happiness comes not only from students' grades, but more importantly, whether they can realize their self-worth in the process of education. The core of teachers' well-being lies in being able to feel a sense of self-development and professional achievement, and also requires social recognition and support.

2. Reasons for feeling happy or unhappy

The reason for happiness is usually to see students making progress in all aspects, especially those who did not perform well at first. I feel very proud when they gradually grow up through hard work. The reasons for unhappiness mainly come from heavy administrative affairs and the lack of understanding of some parents, which sometimes make people feel frustrated and powerless.

3. Necessary external conditions for improving well-being

In order to improve teachers' well-being, I think schools should provide more teaching resources, reduce teachers' administrative burden, and ensure that they have enough time to focus on teaching. In addition, society's respect and understanding of teachers are also important external conditions for improving well-being. At present, teachers' working environment and social support need to be improved.

4. Necessary personal qualities and ways to improve well-being.

Teachers should have strong psychological qualities, good communication skills and a positive work attitude. In order to improve well-being, teachers should participate in more training and learning, constantly improve their professional

abilities, and also pay attention to physical and mental health, learn to relax and reduce stress.

5. Ideal working state

I think the ideal working state is that teachers can work in an environment of respect, support and understanding, have enough autonomy and development space, and feel a sense of accomplishment and satisfaction in their work. In such an environment, teachers and students can make progress together, and the atmosphere of the whole school will be more positive.

6. Suggestions for Improving Primary School Teachers' well-being

I suggest that schools regularly hold teacher exchange activities to give teachers the opportunity to share their experiences and insights. In addition, schools should also provide psychological counseling services to help teachers cope with the pressure at work. In addition, school leaders should pay more attention to the needs of teachers and provide more support and resources. I hope that society can pay more attention to the work of teachers, especially in terms of salary and benefits. In addition, schools should actively create conditions for teachers to continue to grow in their careers and enjoy the sense of accomplishment and well-being brought by work.

Interviewee 4:

1. Understanding of teachers' well-being

Teachers' well-being mainly comes from whether they can realize their own value in teaching and feel the recognition from students, parents and society. Well-being is not only material satisfaction, but also psychological balance and professional achievement.

2. Reasons for feeling happy or unhappy

What makes me happy is that the school can develop steadily, students are making continuous progress in their studies, and the teaching team is growing. However, the main reasons for unhappiness are work pressure and the high expectations of society for teachers, which sometimes make people feel powerless, especially when facing misunderstandings and criticisms from the outside world.

3. Necessary external conditions for improving well-being

I believe that schools need to provide a good working environment and appropriate support systems, such as reasonable salary and benefits, rich teaching resources and sufficient rest time. Now, although we have made some improvements in these aspects, we still need to continue to work hard.

4. Necessary personal qualities and ways to improve well-being.

I believe that schools need to provide a good working environment and appropriate support systems, such as reasonable salary and benefits, rich teaching resources and sufficient rest time. Now, although we have made some improvements in these aspects, we still need to continue to work hard.

5. Ideal working state

My ideal working state is that teachers can work in an environment of respect, support and care, they have enough resources and autonomy to give full play to their creativity, and at the same time can feel the recognition and respect from all parties. In this state, both teachers and students can grow together.

6. Suggestions for Improving Primary School Teachers' well-being

I suggest that schools strengthen the professional development support for teachers, such as providing more training opportunities and career development channels. In addition, schools can regularly organize mental health lectures and team building activities to help teachers reduce work pressure and improve work efficiency. I believe that society and parents should give teachers more understanding and support, which will help improve teachers' working conditions and enhance their well-being. At the same time, the government should increase investment in education to ensure that teachers can work and live in a better environment.

Interviewee 5:

1. Understanding of teachers' well-being

I think the source of teachers' well-being is mainly professional achievement and students' success. Teachers can realize their self-worth through teaching and gain

recognition from students, parents and society. In this case, happiness will naturally be strong.

2. Reasons for feeling happy or unhappy

I think the source of teachers' happiness is mainly professional achievement and students' success. Teachers can realize their self-worth through teaching and gain recognition from students, parents and society. In this case, happiness will naturally be strong.

3. Necessary external conditions for improving well-being

In order to improve teachers' well-being, schools need to provide reasonable salaries, a good working environment and a complete support system. For example, reduce the administrative burden on teachers and provide more teaching resources and training opportunities. At present, the school has improved in these aspects, but there is still room for further improvement.

4. Necessary personal qualities and ways to improve well-being.

Teachers should have strong psychological qualities, effective communication skills and a positive work attitude. In order to improve well-being, teachers should learn to manage stress, maintain a positive attitude, and improve their professional level through continuous learning and professional development.

5. Ideal working state

I think the ideal working state is that teachers can work in a supportive environment, have sufficient autonomy and teaching resources, and feel respected and supported from all sides. In this state, teachers can focus on teaching, and students can learn and grow in a positive environment.

6. Suggestions for Improving Primary School Teachers' well-being

I suggest that schools should strengthen their support for teachers, such as providing psychological counseling services and Career training. In addition, schools can regularly organize exchanges and learning activities among teachers to enhance teamwork spirit and work efficiency. I hope that society can understand and support teachers' work more, especially in improving teachers' social status and welfare benefits. In addition, schools should create more development opportunities for

teachers so that they can continue to make progress and gain more sense of accomplishment and happiness in their careers.

Interviewee 6:

1. Understanding of teachers' well-being

Teachers' sense of well-being mainly comes from a sense of professional achievement and self-realization. When teachers see students' growth in teaching and gain social recognition, they feel very satisfied and happy. In addition, a good working environment and support system also have an important impact on well-being.

2. Reasons for feeling happy or unhappy

Things that make me happy include seeing students' progress and the overall development of the school, especially when students achieve excellent results or overcome difficulties. The reasons why I feel unhappy are usually related to work pressure and society's misunderstanding of teachers, especially when faced with complicated administrative work, sometimes I feel exhausted.

3. Necessary external conditions for improving well-being

Schools should provide sufficient teaching resources, reasonable workload, and appropriate salary and benefits to enhance teachers' well-being. At the same time, society should respect and understand teachers' work more and reduce prejudice and misunderstanding of teachers. At present, teachers' working environment and social support need to be improved.

4. Necessary personal qualities and ways to improve well-being.

Teachers need to have good psychological adjustment ability, communication skills, and a spirit of continuous learning. In order to improve well-being, teachers should regularly conduct self-reflection and emotional management, participate in professional training, and cultivate some hobbies to balance work and life.

5. Ideal working state

In my opinion, the ideal working state is that teachers can work in an environment of respect, support and understanding, have sufficient autonomy and teaching resources, and can obtain recognition and support from students, parents

and colleagues. In this environment, teachers can give full play to their professional expertise and students can grow in a positive atmosphere.

6. Suggestions for Improving Primary School Teachers' well-being

I suggest that schools should set up a teacher mental health support system and conduct regular team building and professional development training. In addition, schools should reduce the administrative burden on teachers so that they can focus more on teaching and improve overall work efficiency. I believe that the government and society should pay more attention to the work of teachers and improve the social status and treatment of teachers through policy adjustments. In addition, schools should provide teachers with more development opportunities to help them make continuous progress in their careers and gain more sense of accomplishment and well-being.

Interviewee 7:

1. Understanding of teachers' well-being

I think teachers' well-being mainly comes from their love for work and sense of professional achievement. Being able to help students grow and see them achieve excellent results is an important source of teachers' well-being. At the same time, teachers need to feel respected and supported at work.

2. Reasons for feeling happy or unhappy

What makes me happy is that I feel very satisfied when I can help teachers improve the quality of teaching and see their efforts bear fruit. The main reason for unhappiness is the high pressure of work, especially when dealing with school administrative affairs and responding to emergencies, sometimes I feel anxious.

3. Necessary external conditions for improving well-being

The key to improving teachers' well-being is to provide a good working environment, sufficient teaching resources and appropriate career development opportunities. At present, schools have improved in these aspects, but further efforts are still needed, especially in terms of teachers' welfare and social respect.

4. Necessary personal qualities and ways to improve well-being.

Teachers should have strong adaptability, communication skills and emotional management skills. In order to improve happiness, teachers can enhance their professional confidence through continuous learning and self-improvement, and they also need to cultivate good living habits and maintain mental health.

5. Ideal working state

I think the ideal working state is that teachers can work in a harmonious and supportive environment with sufficient resources and autonomy to carry out teaching. At the same time, schools should encourage cooperation and communication among teachers to jointly improve the quality of teaching.

6. Suggestions for Improving Primary School Teachers' well-being

I suggest that schools should strengthen the professional development support for teachers, such as providing more training opportunities and mental health counseling. In addition, schools can regularly organize teacher exchange activities to give teachers the opportunity to share experiences and support each other. I hope that society can understand and respect teachers' work more, especially in improving the social status and treatment of teachers. In addition, schools should provide teachers with more development opportunities so that they can continue to progress in their careers and feel a sense of professional achievement and well-being.

Interviewee 8:

1. Understanding of teachers' well-being

My job is not directly related to teaching, but I think teachers' well-being is closely related to their working environment and working conditions. A clean, safe and well-equipped campus environment can greatly enhance teachers' work experience and well-being.

2. Reasons for feeling happy or unhappy

What makes me happy is that I can provide a good campus environment for teachers and students through my work, which makes me feel very fulfilled. The

reasons for unhappiness are usually related to work pressure and equipment maintenance emergencies, which sometimes make me anxious.

3. Necessary external conditions for improving well-being

I think the external conditions for improving teachers' well-being include a safe and comfortable working environment, as well as the school's recognition and support for teachers' work. In addition, sufficient teaching resources and reasonable work arrangements are also very important. At present, the school has done well in these aspects, but it still needs to work harder.

4. Necessary personal qualities and ways to improve well-being.

Teachers should have patience, responsibility and good communication skills. In order to improve happiness, they need to learn to regulate stress, maintain a positive attitude, and improve their professional quality through continuous learning.

5. Ideal working state

I think the ideal working conditions are that teachers can work in a safe, clean and well-equipped environment, so that they can focus on teaching without worrying about external environmental problems. At the same time, the school management department can provide timely support to teachers to solve the problems they encounter in their work.

6. Suggestions for Improving Primary School Teachers' well-being

I suggest that the school should further strengthen the maintenance of the campus environment to ensure that teachers work in a comfortable and safe environment. I hope that the school can further strengthen logistics management to ensure that the campus environment is always in the best condition. In addition, the school should increase the recognition and incentives for teachers' work so that they feel more respected and supported, which is essential to enhance their well-being.

Interviewee 9:

1. Understanding of teachers' well-being

I think teachers' well-being mainly comes from interaction with students and professional achievement. I feel very satisfied when I see students grow and progress, especially when they make significant progress in academic and moral aspects. In

addition, a good working environment and interpersonal relationships are also important factors in improving well-being.

2. Reasons for feeling happy or unhappy

What makes me happy is the success of students and the harmonious atmosphere of the class. I feel very proud when students make progress in their studies and life. The main reason for unhappiness is work pressure, especially when facing high expectations from parents and various tasks at school, sometimes I feel tired and anxious.

3. Necessary external conditions for improving well-being

The external conditions for improving teachers' well-being include providing sufficient teaching resources, a reasonable workload, and the school's support and recognition of teachers. At present, the school has made some improvements in these aspects, but it can be further optimized, especially in reducing teachers' extra tasks and increasing professional training opportunities.

4. Necessary personal qualities and ways to improve well-being.

Teachers should have strong communication skills, psychological adjustment skills and patience. In order to improve happiness, teachers can enhance their work experience through good interactions with colleagues and students. In addition, it is also important to maintain healthy living habits and regularly participate in professional development training.

5. Ideal working state

I think the ideal working state is that teachers can work in a supportive environment, have enough autonomy to manage classes, and can establish good interactive relationships with students. In this state, teachers can better focus on teaching and student development, and class management is smoother.

6. Suggestions for Improving Primary School Teachers' well-being

I suggest that schools should further optimize teachers' work arrangements, reduce their workload, and provide more professional development opportunities. In addition, schools should strengthen communication and collaboration among teachers and promote teamwork, thereby improving overall work efficiency and well-

being. I hope that schools and society can better understand and support teachers' work, especially in reducing their workload and improving welfare benefits. In addition, schools should provide teachers with more development opportunities to help them make continuous progress in their careers and gain more sense of accomplishment and well-being.

Interviewee 10:

1. Understanding of teachers' well-being

I think teachers' well-being mainly comes from good interaction with students and a sense of professional achievement. I feel very satisfied when students make progress in their studies and the class can maintain a harmonious atmosphere. In addition, support from the school and cooperation among colleagues also have an important impact on well-being.

2. Reasons for feeling happy or unhappy

What makes me happy is being able to help students grow and see their progress, especially when they encounter difficulties and eventually overcome them, which makes me feel very proud. The main reason for feeling unhappy is the high pressure of work, especially when dealing with parents' high expectations and various administrative tasks, which sometimes makes me feel exhausted.

3. Necessary external conditions for improving well-being

The external conditions for improving teachers' well-being include a good working environment, sufficient teaching resources, and the school's recognition and support for teachers' work. At present, the school has made some improvements in these aspects, but it still needs to continue to work hard, especially in reducing the administrative burden on teachers and increasing professional development opportunities.

4. Necessary personal qualities and ways to improve well-being.

Teachers should have good communication skills, psychological adjustment skills and patience. In order to improve their sense of happiness, teachers can enhance their self-confidence through continuous learning and professional

development, while maintaining a good cooperative relationship with colleagues to jointly cope with challenges in their work.

5. Ideal working state

I think the ideal working state is that teachers can work in a harmonious and supportive environment, with sufficient resources and autonomy to carry out teaching and class management. In addition, teachers are able to establish a good interactive relationship with students, and the positive performance of students can further enhance teachers' well-being.

6. Suggestions for Improving Primary School Teachers' well-being

I suggest that schools should strengthen their support for teachers, especially in reducing their administrative burden and providing more professional training opportunities. In addition, schools should promote cooperation and communication among teachers and enhance teamwork spirit, so as to enhance the overall working atmosphere and sense of happiness. I hope that schools and society can better understand and respect teachers' work, especially in improving teachers' welfare and reducing their workload. In addition, schools should provide teachers with more development opportunities to help them make continuous progress in their careers and gain more sense of achievement and well-being.

Interviewee 11:

1. Understanding of teachers' well-being

I think teachers' well-being mainly comes from professional achievement and interaction with students. I feel very satisfied when I see students making progress in music, and some students even show special talents. In addition, a good working environment and the school's emphasis on art education are also important factors in improving well-being.

2. Reasons for feeling happy or unhappy

What makes me happy is that I can stimulate students' interest and potential through music teaching and see them make progress in the field of art. The reason for unhappiness is usually related to the school's lack of emphasis on art education, and sometimes I feel that I am not in the same position as other subject teachers.

3. Necessary external conditions for improving well-being

The external conditions for improving teachers' well-being include a school environment that values art education, sufficient teaching resources, and a reasonable workload. At present, the school has improved in these aspects, but further improvement is needed, especially in providing more teaching resources and professional training opportunities.

4. Necessary personal qualities and ways to improve well-being.

Teachers should have patience, creativity, and good communication skills. In order to improve happiness, teachers can enhance their sense of professional achievement by constantly exploring and innovating teaching methods, while maintaining good interaction with students and stimulating their interest in learning.

5. Ideal working state

I think the ideal working state is that teachers can work in an environment that values art education, have sufficient resources and autonomy to carry out teaching, and can establish a good interactive relationship with students. In this state, teachers can give full play to their professional expertise and students can benefit from art learning.

6. Suggestions for Improving Primary School Teachers' well-being

I suggest that schools should pay more attention to art education and provide more teaching resources and professional development opportunities. In addition, schools should provide more support and recognition for professional teachers so that they can get more satisfaction and well-being in their work. I hope that schools and society can pay more attention to and support art education, especially in improving the status and treatment of art teachers. In addition, schools should provide teachers with more development opportunities to help them make continuous progress in their careers and gain more sense of achievement and well-being.

Interviewee 12:

1. Understanding of teachers' well-being

I think teachers' well-being mainly comes from professional achievement and interaction with students. I feel very satisfied when I see students making progress in the field of information technology, especially when they can apply what they have learned to solve practical problems. In addition, a good working environment and the school's emphasis on science and technology education are also important factors in improving well-being.

2. Reasons for feeling happy or unhappy

What makes me happy is that I can help students master the skills required in modern society through information technology teaching and see their progress in technology. The reasons for unhappiness are usually related to insufficient resources and outdated equipment, which sometimes makes it difficult for teaching work to proceed smoothly.

3. Necessary external conditions for improving well-being

The external conditions for improving teachers' well-being include a school environment that attaches importance to science and technology education, sufficient teaching resources and advanced equipment, and a reasonable workload. At present, the school has improved in these aspects, but it is necessary to further update teaching equipment and increase investment in science and technology education.

4. Necessary personal qualities and ways to improve well-being.

Teachers should have strong technical ability, adaptability and good communication skills. In order to improve happiness, teachers can enhance their sense of professional achievement through continuous learning and technological innovation, and establish a good interactive relationship with students to stimulate their interest in information technology.

5. Ideal working state

I think the ideal working state is that teachers can work in an environment that values science and technology education, have advanced equipment and

resources to support teaching, and can establish a good interactive relationship with students. In this state, teachers can give full play to their professional expertise, and students can also make substantial progress in information technology learning.

6. Suggestions for Improving Primary School Teachers' well-being

I suggest that schools should pay more attention to science and technology education and provide more teaching resources and equipment update opportunities. In addition, schools should provide teachers with more professional development opportunities to ensure that they can keep up with the pace of technological development and play a greater role in teaching. I hope that schools and society can pay more attention to and support science and technology education, especially in improving the status and treatment of science and technology teachers. In addition, schools should provide teachers with more development opportunities to help them make continuous progress in their careers and gain more sense of accomplishment and well-being.

The details of the interview are as follows:

The research team conducted 12 individual online interviews, ensuring a one-on-one setting to maintain confidentiality and minimize distractions for the interviewees. The collected data from these interviews were systematically analyzed and presented in Table 4.15.

Table 4.15 Methods and frequency statistics for improving well-being

No	Methods	Interviewee 1	Interviewee 2	Interviewee 3	Interviewee 4	Interviewee 5	Interviewee 6	Interviewee 7	Interviewee 8	Interviewee 9	Interviewee 10	Interviewee 11	Interviewee 12	Frequency
1	Provide a good campus environment	√	√	√	√	√	√		√	√	√	√	√	11
2	To provide adequate teaching resources	√	√		√		√	√	√	√	√	√	√	10
3	Increase salary and benefits	√	√	√	√	√	√	√	√		√		√	10
4	Reduce work pressure	√	√	√		√			√	√	√	√	√	9
5	Strengthen teacher professional development	√		√	√	√	√		√		√	√		8
6	Mental health training			√			√		√				√	4
7	Develop personal interests and hobbies			√	√	√				√				4
8	Improve the self-psychological adjustment ability	√		√		√	√	√					√	6
9	Improve social status	√		√				√			√	√	√	6
10	Reduce administrative affairs	√		√	√			√	√					5
11	Increase teacher training opportunities	√		√	√			√		√	√	√		7
12	Provide psychological counseling services	√	√		√	√	√	√	√					7
13	Increase team-building activities	√	√		√		√	√		√			√	7
14	Enhance the team work spirit	√	√			√	√		√					5
15	Establish a teacher support system			√		√	√	√		√			√	6
16	Leadership democratic management		√	√		√	√			√				5

Table 4.15 (Continued)

No	Methods	Interviewee 1	Interviewee 2	Interviewee 3	Interviewee 4	Interviewee 5	Interviewee 6	Interviewee 7	Interviewee 8	Interviewee 9	Interviewee 10	Interviewee 11	Interviewee 12	Frequency
17	Provide promotion opportunities	√	√		√		√		√	√			√	7
18	Establish a multiple evaluation system	√		√	√			√	√				√	6

According to the word frequency statistics in Table 4.15, the respondents put forward some constructive suggestions. Among the 18 suggestions for promoting the sustainable happiness of primary school teachers, the five most frequently mentioned ones were improving a good campus environment (11 times), providing sufficient teaching resources (10 times), increasing salaries and benefits (10 times), reducing work pressure (9 times), and strengthening professional development of teachers (8 times).

Step 2: SWOT and TOWS Analysis

Based on the interview content, SWOT analysis (strengths, weaknesses, opportunities and threats) was conducted, and the internal and external factors that affect the sustainable happiness of primary school teachers were classified. Based on the SWOT findings, TOWS analysis was further used to create strategic recommendations by combining internal strengths and weaknesses with external opportunities and threats. TOWS analysis is used to make the guideline development more specific and action-oriented. TOWS analysis helps organizations or individuals develop more targeted guidelines by combining internal strengths and weaknesses with external opportunities and threats. As shown in Figure 4.1.

<p>S1. Have high support and recognition in society (S1).</p> <p>S2. Love for students' growth and education (S2).</p> <p>S3. Have a positive attitude towards professional development and training (S3).</p>	<p>W1. High work pressure (W1).</p> <p>W2. Lack of career achievement (W2).</p> <p>W3. Insufficient teaching resources and poor working environment (W3).</p>
<p>O1. The country pays more attention to and invests more in education (O1).</p> <p>O2. The social status and recognition of teachers have improved (O2)</p> <p>O3. The development of information technology provides new teaching tools and methods (O3).</p>	<p>T1. Society's high expectations and strict requirements for teachers (T1).</p> <p>T2. Uneven distribution of educational resources (T2).</p> <p>T3. Uncertainty in educational policies and reforms (T3).</p>

Figure 4.1 SWOT Analysis Interview Content

Table 4.16 TOWS Matrix Analysis

	Internal	Strengths (S)	Weaknesses (W)
		S1. Have high support and recognition in society. S2. Love for students' growth and education. S3. Have a positive attitude towards professional development and training.	W1. High work pressure. W2. Lack of career achievement. W3. Insufficient teaching resources and poor working environment.
External	Opportunities (O)	SO (Leverage Strengths to Seize Opportunities) Guideline: 1. Taking advantage of the country's increased attention and investment in education (O1), relying on the teachers' own positive attitude towards professional development (S3), actively participate in various training and learning activities, improve teaching level, use new teaching resources to improve the teaching environment, improve teaching quality, and enhance professional achievement.	WO (Overcome Weaknesses to Seize Opportunities) Guideline: 1. In view of the disadvantages of insufficient teaching resources and poor working environment (W3), taking advantage of the opportunity of increased national education investment (O1), actively reflect the needs to schools and education departments, strive for more resource support, and improve teaching conditions, such as updating equipment and obtaining more teaching materials and teaching aids.

Table 4.16 (Continued)

	Internal	Strengths (S)	Weaknesses (W)
		S1. Have high support and recognition in society. S2. Love for students' growth and education. S3. Have a positive attitude towards professional development and training.	W1. High work pressure. W2. Lack of career achievement. W3. Insufficient teaching resources and poor working environment.
External	Opportunities (O)	SO (Leverage Strengths to Seize Opportunities) Guideline: 2.Taking advantage of the opportunity to improve teachers' social status and recognition (O2), as well as the support and recognition of teachers in society (S1), teachers can actively participate in education publicity and social welfare activities, demonstrate their professional style, further enhance their social image, obtain more social resource support, and promote their own development.	WO (Overcome Weaknesses to Seize Opportunities) Guideline: 2.In view of the lack of professional sense of accomplishment (W2), teachers should take advantage of the opportunity of improving their social status (O2) to strengthen communication with parents and society, publicize the complexity and importance of educational work, and improve society's understanding and recognition of educational work, thereby enhancing teachers' sense of professional accomplishment.

Table 4.16 (Continued)

	Internal	Strengths (S)	Weaknesses (W)
		S1. Have high support and recognition in society. S2. Love for students' growth and education. S3. Have a positive attitude towards professional development and training.	W1. High work pressure. W2. Lack of career achievement. W3. Insufficient teaching resources and poor working environment.
External	Opportunities (O)	SO (Leverage Strengths to Seize Opportunities) Guideline: 3. Grasp the opportunities brought by the development of information technology (O3), combine it with teachers' love for education (S2), actively explore the application of information technology in teaching, innovate teaching methods, stimulate students' interest in learning, improve teaching effectiveness, and at the same time enhance their own information-based teaching capabilities.	WO (Overcome Weaknesses to Seize Opportunities) Guideline: 3. In the face of the problem of high work pressure (W1), with the help of the development of information technology (O3), online tools are used to improve work efficiency, such as online lesson preparation and homework correction, saving time and energy. At the same time, experiences are shared through online platforms, social support is obtained, and work pressure is relieved.

Table 4.16 (Continued)

	Internal	Strengths (S)	Weaknesses (W)
		S1. Have high support and recognition in society. S2. Love for students' growth and education. S3. Have a positive attitude towards professional development and training.	W1. High work pressure. W2. Lack of career achievement. W3. Insufficient teaching resources and poor working environment.
External	Threats (T)	SO (Leverage Strengths to Seize Opportunities) Guideline: 1. Taking advantage of the support and recognition in society (S1) and the passion for education (S2), we should respond to the high expectations and strict requirements of society (T1), actively participate in education industry exchange activities, share successful experiences, jointly cope with challenges, and at the same time guide the reasonable expectations of society and create a good educational atmosphere.	WO (Overcome Weaknesses to Seize Opportunities) Guideline: 1. In response to the disadvantages of high work pressure (W1) and lack of professional fulfillment (W2), take measures to cope with high social expectations (T1), such as establishing a teacher mental health support system, providing psychological counseling services, and helping teachers adjust their mindsets; strengthening internal school management, reasonably allocating work tasks, and reducing the burden on teachers; establishing a scientific and reasonable teacher evaluation system to enhance professional fulfillment.

Table 4.16 (Continued)

	Internal	Strengths (S)	Weaknesses (W)
		S1. Have high support and recognition in society. S2. Love for students' growth and education. S3. Have a positive attitude towards professional development and training.	W1. High work pressure. W2. Lack of career achievement. W3. Insufficient teaching resources and poor working environment.
External	Threats (T)	SO (Leverage Strengths to Seize Opportunities) Guideline: 2. Relying on teachers' positive attitude towards professional development (S3), they cope with the uncertainty of education policies and reforms (T3), pay close attention to policy trends, make preparations in advance, actively participate in policy discussions, provide suggestions for policy making, and improve their adaptability through learning to ensure competitiveness in reforms.	WO (Overcome Weaknesses to Seize Opportunities) Guideline: 2. In order to address the problems of uneven distribution of educational resources (T2) and poor working environment (W3), teachers can jointly appeal to the education department to strive for policy support and balance resource allocation; at the same time, they can carry out resource sharing and optimization activities within the school to improve the utilization rate of existing resources and improve the working environment; teachers themselves should also focus on self-regulation, maintain a positive attitude and overcome difficulties.

Table 4.16 (Continued)

	Internal	Strengths (S)	Weaknesses (W)
		S1. Have high support and recognition in society. S2. Love for students' growth and education. S3. Have a positive attitude towards professional development and training.	W1. High work pressure. W2. Lack of career achievement. W3. Insufficient teaching resources and poor working environment.
External	Threats (T)	SO (Leverage Strengths to Seize Opportunities) Guideline: 3. Taking advantage of the development of information technology (O3), facing the problem of uneven distribution of educational resources (T2), we can obtain more high-quality educational resources through the Internet platform, carry out distance learning cooperation, realize resource sharing, make up for the lack of resources in the school, and improve the teaching level.	WO (Overcome Weaknesses to Seize Opportunities) Guideline: 3. Faced with the uncertainty of education policies and reforms (T3) and insufficient teaching resources (W3), teachers should strengthen their own learning and research capabilities and improve their flexibility in responding to changes; actively communicate with the school to prioritize key teaching needs with limited resources; pay attention to industry trends, reserve knowledge and skills in advance, and reduce the risks brought by uncertainty.

Table 4.17 Corresponding guidelines derived from TOWS analysis

Category	Aspects	Guidelines
SO	Professional development and resource utilization	1. Actively participate in high-quality training and learning activities organized by various education departments. 2. Continuously update educational concepts and teaching methods to improve teaching standards
	Social image improvement and resource acquisition	3. Actively participate in various educational publicity activities 4. Actively participate in social welfare education activities
	Information technology integration and teaching	5. Active learning and exploration of the application of information technology in teaching
	Innovation	6. Actively participate in training and practical projects on the integration of information technology and teaching

Table 4.17 (Continued)

Category	Aspects	Guidelines
WO	Resource efforts and environmental improvement	1. Actively pay attention to national education investment policies. 2. Actively reflect actual needs to school leaders and education departments to obtain more resource support. 3. Participate in the planning and management of school resources.
	Social communication and professional recognition improvement	4. Strengthen communication with parents. 5. Actively interact with all sectors of society and participate in education-related social activities. 6. The value and significance of publicity and education work.
	Work efficiency improvement and pressure relief	7. With the help of information technology development, make full use of online tools to improve work efficiency. 8. Actively participate in teacher networking communities or online communication platforms. 9. Get tips and support from other teachers on how to cope with stress.

Table 4.17 (Continued)

Category	Aspects	Guidelines
ST	Industry communication and social guidance	1. Actively participate in communication activities within the education industry 2. Actively participate in social education discussions 3. Guide society to establish reasonable expectations for education by writing popular science articles on education and participating in the interpretation of education policies.
	Policy participation and adaptation to the development	4. Pay close attention to education policy and reform trends 5. Actively participate in education policy discussions
	Resource sharing and gap bridging	6. Actively participate in educational resource sharing activities on the online platform 7. Launching remote teaching cooperation projects

Table 4.17 (Continued)

Category	Aspects	Guidelines
WT	Stress coping and increased sense of accomplishment	Provide regular psychological counseling services for teachers. 2.Reasonable allocation of work tasks according to teachers' professional expertise, teaching ability and workload.
	Resource struggle and environmental optimization	3.Jointly appeal to the education department through legal channels. 4.Spontaneously organize resource sharing and optimization activities. 5.Focus on self-regulation and maintain an optimistic and positive attitude.
	Self-improvement and risk response	6.Strengthen the cultivation of self-learning and research abilities. 7.Proactively communicate with school leadership and administration.

In general, according to the results of the questionnaire analysis in the second part and the SWOT analysis interview in the third part, it can be found that the development of sustainable well-being of primary school teachers needs to be optimized in terms of work environment, school culture and management, compensation and benefits, work stress and burnout, Career development, cross-field cooperation and support, etc. Based on the questionnaire survey and interviews, this study proposed a sustainable development guide for primary school teachers' well-being, which mainly includes six aspects and a total of 32 measures, as listed in Table 4.18.

Table 4.18 List of aspects

NO.	Aspects of Guidelines	Numbers of Measures
1	Work environment	6
2	School culture and management	6
3	Compensation and benefits	5
4	Career development	7
5	Work stress and burnout	5
6	Cross-field cooperation and support	3

Table 4.19 Guidelines for enhancing sustainable well-being of primary school teachers

Aspect	Guidelines
Work environment	1. Actively pay attention to national education policies and strive for more resource support (such as teaching equipment, venues, etc.).
	2. Promote resource sharing and optimization within the school to improve resource utilization.
	3. Optimize the campus environment and provide comfortable office and teaching space.
	4. Add multi-functional areas for teachers to communicate and relax.
	5. Strengthen campus safety management to ensure that the working environment is free of hidden dangers.
	6. Regularly maintain classroom and office area facilities to prevent aging equipment from affecting teaching results.
School culture and management	1. Organize teacher exchange activities to strengthen team cohesion.
	2. Create a positive work culture and promote cooperation among teachers.
	3. Rationally allocate tasks according to teachers' professional expertise to avoid overload.
	4. Reduce the interference of administrative affairs on teaching and focus on teaching.
	5. Establish a scientific and reasonable evaluation system and focus on process evaluation.
	6. Establish a diversified incentive mechanism to affirm teachers' efforts and achievements.

Table 4.19 (Continued)

Aspect	Guidelines
Compensation and benefits	<ol style="list-style-type: none"> 1. Raise the basic salary level of teachers to ensure that the salary matches the value of their labor. 2. Provide a complete welfare system (such as medical care, insurance, etc.). 3. Encourage the establishment of special allowances, such as class teacher allowances or teaching achievement rewards. 4. Provide additional subsidies to teachers who participate in rural teaching, education reform pilot projects, etc. 5. Establish a long-term service award to reward teachers who have served continuously for more than a certain number of years.
Career development	<ol style="list-style-type: none"> 1. Provide teachers with teaching ability and information technology training opportunities that keep pace with the times, and improve teaching level and information technology application ability. 2. Cooperate with colleges and universities to regularly invite experts to provide in-depth subject training for teachers. 3. Support teachers to participate in international education forums or academic exchanges to broaden their horizons. 4. Increase the categories of educational positions, such as teaching experts, subject leaders, etc., to meet different growth needs. 5. Establish innovative teaching experimental projects within the school, encourage teachers to try new teaching methods and provide support. 6. Clarify career development paths and help teachers plan their personal professional growth. 7. Provide more promotion opportunities, such as senior teacher title evaluation.

Table 4.19 (Continued)

Aspect	Guidelines
Work stress and burnout	<ol style="list-style-type: none"> 1. Establish a mental health support system and provide psychological counseling services for teachers. 2. Conduct regular mental health lectures to help teachers master stress management skills. 3. Provide flexible working hours to help teachers find a balance between life and work. 4. Encourage teachers to share stress coping experiences and form a supportive community. 5. Implement a rotation system to reduce the occupational fatigue that teachers may suffer from working in the same position for a long time.
Cross-field cooperation and support	<ol style="list-style-type: none"> 1. Cooperate with local enterprises or social organizations to provide scholarships, subsidize equipment or carry out support activities. 2. Conduct parent education lectures to promote understanding and trust between home and school, and reduce the pressure caused by excessive expectations of parents. 3. Provide timely feedback on students' school situation and jointly promote students' growth.

According to Table 4.19, the researchers proposed guidelines for enhancing sustainable well-being of primary school teachers, which are divided into six aspects and include 32 measures. There are 6 measures to provide a good working environment, 6 measures to improve school culture and management, 5 measures to improve compensation and benefits, 7 measures to improve Career development, 5 measures to reduce work stress and burnout, and 3 measures to promote cross-sector cooperation and support.

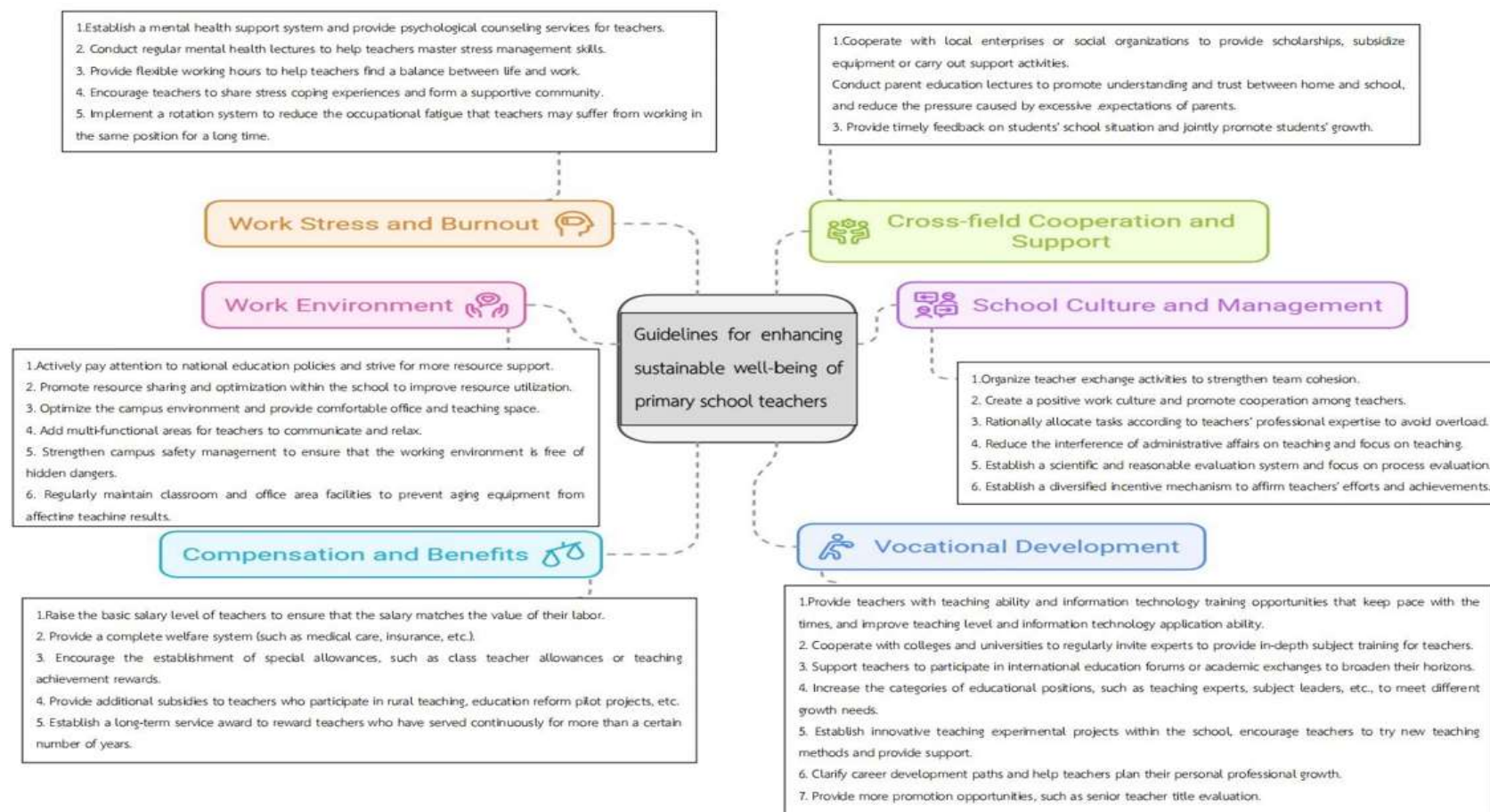


Figure 4.2 Guidelines for enhancing sustainable well-being of primary school teachers

Part 3: Evaluation of Appropriateness and Feasibility

This section aims to evaluate the feasibility of the proposed guidelines for enhancing the sustainable well-being of primary school teachers. To this end, we invited 5 experts from universities to evaluate the feasibility of the proposed guidelines for enhancing the sustainable well-being of primary school teachers. The evaluation was conducted using a structured form and presented as mean and standard deviation. This analysis determined the overall effectiveness of the proposed guidelines, ensuring that they were aligned with the needs of primary school teachers.

Table 4.20 Basic information analysis of guideline evaluation experts

Personal information		N	Percent
Gender	Male	3	60
	Female	2	40
	Total	5	100
work experience in university (years)	≤15	1	20
	16-19	1	20
	≥20	3	60
	Total	5	100
Position	Professor of pedagogy	3	60
	Senior managers	2	40
	Total	5	100

Table 4.21 Mean and standard deviations of the adaptability and feasibility evaluation of guidelines to the enhancing sustainable well-being of primary school teachers

Guidelines to the enhancing sustainable well-being of primary school teachers	Adaptability			Feasibility		
	\bar{x}	S.D.	Level	\bar{x}	S.D.	Level
1. Work environment	4.67	0.50	highest	4.63	0.51	highest
2. School culture and management	4.64	0.45	highest	4.73	0.44	highest
3. Compensation and benefits	4.58	0.45	highest	4.63	0.48	highest
4. Career development	4.65	0.42	highest	4.61	0.52	highest
5. Work stress and burnout	4.55	0.46	highest	4.60	0.41	highest
6. Cross-field cooperation and support	4.55	0.37	highest	4.56	0.37	highest
Total	4.61	0.44	highest	4.63	0.46	highest

The guidelines for enhancing the sustainable well-being of primary school teachers show a high level of importance and feasibility across all aspects. The work environment, school culture and management, compensation and benefits, Career development, work stress and burnout, and cross-field cooperation and support all have high standard deviation (S.D.) levels and feasibility ratings. Specifically, the work environment and school culture and management are rated as the highest in both importance and feasibility. The overall average scores for importance and feasibility are 4.61 and 4.63 respectively, indicating that these guidelines are highly effective and practical in improving the well-being of primary school teachers.

Table 4.22 Mean and standard deviations of six aspects of the adaptability and feasibility evaluation of guidelines to the enhancing sustainable well-being of primary school teachers

Guidelines to the enhancing sustainable well-being of primary school teachers	Adaptability			Feasibility		
	\bar{X}	S.D.	Level	\bar{X}	S.D.	Level
Work environment						
1. Actively pay attention to national education policies and strive for more resource support (such as teaching equipment, venues, etc.).	4.79	0.32	highest	4.83	0.31	highest
2. Promote resource sharing and optimization within the school and improve resource utilization.	4.84	0.35	highest	4.77	0.52	highest
3. Optimize the campus environment and provide comfortable office and teaching space.	4.71	0.49	highest	4.57	0.65	highest
4. Add multi-functional areas for teachers to communicate and relax.	4.57	0.79	highest	4.43	0.59	High
Working environment						
5. Strengthen campus safety management to ensure that the working environment is free of hidden dangers.	4.43	0.56	high	4.71	0.49	highest
6. Regularly maintain classroom and office area facilities to prevent equipment aging from affecting teaching effectiveness.	4.68	0.47	highest	4.45	0.46	High
Total	4.67	0.50	highest	4.63	0.51	highest

Table 4.22 (Continued)

Guidelines to the enhancing sustainable well-being of primary school teachers	Adaptability			Feasibility		
	\bar{X}	S.D.	Level	\bar{X}	S.D.	Level
School culture and management						
1. Organize teacher exchange activities to enhance team cohesion.	4.43	0.79	high	4.83	0.49	highest
2. Create a positive work culture and promote collaboration among faculty.	4.46	0.56	high	4.41	0.62	High
3. Allocate tasks reasonably according to teachers' professional expertise to avoid overload.	4.81	0.49	highest	4.71	0.45	highest
4. Reduce the interference of administrative affairs on teaching and focus on teaching.	4.59	0.43	highest	44.61	0.48	highest
5. Establish a scientific and reasonable evaluation system and focus on process evaluation.	4.67	0.47	highest	4.79	0.42	highest
6. Establish diversified incentive mechanisms to recognize teachers' efforts and achievements.	4.67	0.47	highest	4.79	0.42	highest
Total	4.64	0.45	highest	4.73	0.44	highest
Compensation and benefits						
1. Raise the basic salary level of teachers to ensure that their remuneration matches their labour value.	4.54	0.56	highest	4.71	0.42	highest

Table 4.22 (Continued)

Guidelines to the enhancing sustainable well-being of primary school teachers	Adaptability			Feasibility		
	\bar{X}	S.D.	Level	\bar{X}	S.D.	Level
2. Provide a complete welfare system (such as medical care, insurance, etc.).	4.71	0.35	highest	4.67	0.53	highest
3. Encourage the establishment of special allowances, such as class teacher allowances or teaching achievement rewards.	4.54	0.31	highest	4.61	0.46	highest
4. Provide additional subsidies to teachers who participate in rural teaching, education reform pilot projects and other projects.	4.45	0.59	high	4.45	0.56	High
5. Establish long-term service awards to reward teachers who have served continuously for more than a certain number of years.	4.65	0.43	highest	4.71	0.42	highest
Total	4.58	0.45	highest	4.63	0.48	highest
Career development						
1. Provide teachers with teaching ability and information technology training opportunities that keep pace with the times, and improve teaching level and information technology application ability.	4.86	0.38	highest	4.57	0.79	highest
2. Cooperate with colleges and universities and regularly invite experts to provide in-depth subject	4.86	0.38	highest	4.71	0.49	highest

Table 4.22 (Continued)

Guidelines to the enhancing sustainable well-being of primary school teachers	Adaptability			Feasibility		
	\bar{X}	S.D.	Level	\bar{X}	S.D.	Level
training for teachers.						
3. Support teachers to participate in international education forums or academic exchanges to broaden their horizons.	4.43	0.61	high	4.45	0.56	High
4. Increase the categories of educational positions, such as teaching experts, subject leaders, etc., to meet different growth needs.	4.81	0.35	highest	4.67	0.43	highest
5. Establish innovative teaching experimental projects within the school, encourage teachers to try new teaching methods and provide support.	4.59	0.31	highest	4.81	0.36	highest
6. Clarify career development paths and help teachers plan their personal professional growth.	4.45	0.59	high	4.45	0.56	High
7. Provide more promotion opportunities, such as evaluation of senior teacher titles, etc.	4.54	0.31	highest	4.61	0.46	highest
Total	4.65	0.42	highest	4.61	0.52	highest
Work stress and burnout						
1. Establish a mental health support system and provide psychological counseling services	4.64	0.30	highest	4.81	0.36	highest

Table 4.22 (Continued)

Guidelines to the enhancing sustainable well-being of primary school teachers	Adaptability			Feasibility		
	\bar{X}	S.D.	Level	\bar{X}	S.D.	Level
for teachers.						
2. Regularly hold mental health lectures to help teachers master stress management skills.	4.46	0.59	high	4.46	0.35	High
3. Provide flexible working hours to help teachers find a balance between life and work.	4.64	0.42	highest	4.71	0.45	highest
4. Encourage teachers to share their stress coping experiences and form a supportive community.	4.47	0.59	high	4.47	0.56	High
5. Implement a rotation system to reduce the occupational fatigue that teachers may suffer from working in the same position for a long time.	4.56	0.35	highest	4.58	0.35	highest
Total	4.55	0.46	highest	4.60	0.41	highest
Cross-field cooperation and support						
1. Cooperate with local enterprises or social organizations to provide scholarships, subsidize equipment or carry out supporting activities.	4.44	0.42	high	4.41	0.31	High
2. Conduct parent education lectures to promote understanding and trust between home and school and reduce the pressure caused by excessive expectations	4.65	0.31	highest	4.71	0.35	highest

Table 4.22 (Continued)

Guidelines to the enhancing sustainable well-being of primary school teachers of parents.	Adaptability			Feasibility		
	\bar{X}	S.D.	Level	\bar{X}	S.D.	Level
3. Provide timely feedback on students' school conditions and jointly promote their growth.	4.56	0.37	highest	4.56	0.46	highest
Total	4.55	0.37	highest	4.56	0.37	highest

According to Table 4.20, the adaptability and feasibility of the guidelines for enhancing the sustainable well-being of primary school teachers are both high, with the overall evaluation of feasibility being the highest ($\bar{X}=4.63$), and the overall evaluation of adaptability also being at a high level ($\bar{X}=4.65$), indicating that the guidelines have high adaptability and feasibility. The feasibility evaluation of the six sub-dimension strategies is at the highest level, followed by work environment, professional development, school culture and management, salary and benefits, work stress and burnout, and cross-field cooperation and support. The order of the adaptability evaluation of the six sub-dimensions from high to low is school culture and management, work environment, compensation and benefits, career development, work stress and burnout, and cross-field cooperation and support.

Chapter 5

Conclusion Discussion and Recommendations

This study focuses on the guidelines for the development of sustainable well-being for primary school teachers. The objectives of this research were: 1) To study the current situation of well-being of primary school teachers. 2) To develop the guidelines for enhancing sustainable well-being of primary school teachers. 3). To evaluate the adaptability and feasibility of guidelines for enhancing sustainable well-being of primary school teachers.

The sample group for this study included 400 teachers selected by systematic random sampling from 8 primary schools in Guangdong, and 12 primary education experts selected by purposive sampling. The research instruments included 1) questionnaire, 2) structured interview, 3) guideline development form, and 4) guideline evaluation form. The data were analyzed using percentage, mean, standard deviation, and frequency values to systematically present the research results.

Conclusion

The study focused on the guidelines for the development of sustainable well-being for primary school teachers. The researchers summarized their conclusions into three parts:

Step 1: Results of study on the current situation of well-being of primary school teachers.

Step 2: Results of develop the guidelines for enhancing sustainable well-being of primary school teachers.

Step 3: Results of evaluate the adaptability and feasibility of guidelines for enhancing sustainable well-being of primary school teachers.

The details of the research conclusions were as follow:

Step 1: Results of study on the current situation of well-being of primary school teachers.

According to the research objectives, the current status of primary school teachers' well-being is analyzed, mainly including four variables: 1) cognitive well-beings; 2) subjective well-being; 3) physical and mental well-being; 4) social well-being; 5) self-rated well-being. Through the statistical analysis of the questionnaire survey data, the overall well-being of the primary school teachers interviewed is at a high level. From the average value of the four dimensions, three dimensions are at a high level and one dimension is at a moderate level. The following is the ranking of each dimension, from high to low: the first is social well-being, followed by cognitive well-being, the third is subjective well-being, and the fourth is physical and mental well-being. The above results show that the social happiness of primary school teachers is the highest level, but the physical and mental happiness of primary school teachers is the lowest level. The following is a specific summary of the four aspects of primary school teachers' well-being based on the content of the questionnaire in Chapter 4: Cognitive well-being

In terms of cognitive well-being, primary school teachers show a high level. Specifically, teachers are generally able to successfully complete the scheduled educational and teaching tasks, which shows that they are confident and competent in their professional abilities. In teaching work, they can effectively control the classroom order and stimulate students' interest in learning, which received a high score in the survey. In addition, teachers are interested in primary school education and teaching, which reflects their intrinsic motivation and enthusiasm for their work. However, some teachers also said that they are easily distracted when working in school, which may be related to work pressure or environmental factors, and further attention and improvement are needed. Overall, primary school teachers have a strong sense of identity and control over education work at the cognitive level, which is an important source of their well-being.

In terms of subjective well-being, primary school teachers also show a high level. They gain a sense of accomplishment from the growth and progress of their students, which is an important source of teachers' well-being. The survey shows that when teachers see the growth and progress of their students, they will have a strong sense of accomplishment, which is the happiest moment in their work. Despite the negative emotions caused by work pressure, most teachers can get psychological satisfaction from their work, which reflects their love and dedication to education. However, some teachers also reported that their work made them feel collapsed and depressed, which reminds us that we need to pay attention to the mental health of teachers and provide corresponding support. Overall, primary school teachers have a high subjective satisfaction with their education work, which is an important part of their well-being.

In terms of physical and mental well-being, primary school teachers scored at a moderate level. Some teachers have cervical and vision problems due to improper working posture for a long time, such as bowing their heads to correct homework, which directly affects their physical health. At the same time, some teachers said that they felt uncomfortable when they thought about work, which may be related to work pressure. Despite this, the professional status of some teachers did not have a significant impact on their physical health, which shows that there are differences in the management of physical and mental health among teachers, and targeted intervention measures are needed. The physical and mental health of teachers is the basis of their professional well-being. Therefore, improving the physical and mental well-being of teachers requires improving the working environment, reducing work pressure, and providing health promotion activities. Social well-being

Social well-being is the highest-scoring dimension of primary school teachers' well-being. Teachers generally feel that they have a harmonious relationship with leaders, colleagues, students and parents. This good interpersonal relationship provides strong social support for teachers. The survey shows that teachers can get help and support from colleagues at work, students like teachers' classes, and teachers can feel social recognition and support at work. This not only enhances

their professional satisfaction, but also improves their sense of social status. However, some teachers also expressed the need to further improve communication with parents, which suggests that when we improve teachers' social well-being, we should pay attention to the establishment of home-school cooperation and communication mechanisms. Overall, primary school teachers have a high well-being in social relationships and social recognition of their profession, which is an important part of their job satisfaction.

In terms of self-rated well-being, primary school teachers scored at a moderate level. Teachers generally perceive strong social support from their interactions with leaders, colleagues, students, and parents. Teachers report harmonious relationships and positive classroom dynamics, which contribute to their professional satisfaction and enhance their sense of social status. This social support is crucial for buffering job-related stress and promoting overall well-being. However, the findings also highlight the need for improved communication with parents, suggesting that enhancing home-school cooperation mechanisms could further strengthen teachers' social well-being. Overall, the study underscores the importance of social relationships and recognition in shaping primary school teachers' self-rated well-being, which is a vital component of their job satisfaction and effectiveness.

In summary, primary school teachers have a high well-being in the three dimensions of cognition, subjectivity and society, while their physical and mental well-being needs to be improved. This suggests that when we improve teachers' well-being, we should focus on supporting and improving physical and mental health, and continue to strengthen the social support system to promote the overall well-being of teachers.

Step 2: Results of develop the guidelines for enhancing sustainable well-being of primary school teachers.

The study of guidelines for improving the sustainable well-being of primary school teachers has developed guidelines by analyzing the current situation and influencing factors. The relevant guidelines were developed using SWOT analysis and TOWS matrix. The researchers proposed guidelines for improving the sustainable

well-being of primary school teachers, which are divided into six aspects, including 32 guidelines. There are 6 guidelines for providing a good working environment, 6 guidelines for improving school culture and management, 5 guidelines for improving compensation and benefits, 7 guidelines for improving Career development, 5 guidelines for reducing work stress and burnout, and 3 guidelines for promoting cross-field cooperation support. The comprehensive guidelines are detailed as follows:

The working environment aspect includes: 1) Actively pay attention to national education policies and strive for more resource support (such as teaching equipment, venues, etc.). 2) Promote resource sharing and optimization within the school to improve resource utilization. 3) Optimize the campus environment and provide comfortable office and teaching space. 4) Increase multi-functional areas for teachers to communicate and relax. 5) Strengthen campus safety management to ensure that there are no hidden dangers in the working environment. 6) Regularly maintain classroom and office area facilities to avoid equipment aging affecting teaching effectiveness.

School culture and management include: 1) Organizing teacher exchange activities to strengthen team cohesion. 2) Creating a positive work culture to promote cooperation among teachers. 3) Rationally allocating tasks according to teachers' professional expertise to avoid overload. 4) Reducing the interference of administrative affairs on teaching and focusing on teaching. 5) Establishing a scientific and reasonable evaluation system and focusing on process evaluation. 6) Establishing a diversified incentive mechanism to affirm teachers' efforts and achievements.

Compensation and benefits include: 1) Raising the basic salary level of teachers to ensure that the salary matches the labor value. 2) Providing a complete welfare system (such as medical care, insurance, etc.). 3) Encouraging the establishment of special allowances, such as class teacher allowances or teaching achievement rewards. 4) Giving additional subsidies to teachers who participate in rural teaching, education reform pilot projects, etc. 5) Establishing a long-term service award to reward teachers who have served continuously for more than a certain number of years.

Career development includes: 1) Providing teachers with teaching ability and information technology training opportunities that keep pace with the times, improving teaching level and information technology application ability. 2) Cooperating with colleges and universities, regularly inviting experts to provide in-depth subject training for teachers. 3) Supporting teachers to participate in international education forums or academic exchanges to broaden their horizons. 4) Increasing the categories of educational positions, such as teaching experts, subject leaders, etc., to meet different growth needs. 5) Establishing innovative teaching experimental projects within the school, encouraging teachers to try new teaching methods and providing support. 6) Clarifying career development paths, helping teachers plan their personal professional growth. 7) Providing more promotion opportunities, such as senior teacher title evaluation, etc.

Work stress and burnout include: 1) Establish a mental health support system to provide psychological counseling services for teachers. 2) Conduct regular mental health lectures to help teachers master stress management skills. 3) Provide flexible work schedules to help teachers find a balance between life and work. 4) Encourage teachers to share stress coping experiences and form a supportive community. 5) Implement a rotation system to reduce the occupational fatigue that may be caused by long-term work in the same position.

Cross-sector cooperation support includes: 1) Cooperate with local companies or social organizations to provide scholarships, subsidize equipment or carry out support activities. 2) Conduct parent education lectures to promote understanding and trust between home and school and reduce the pressure caused by excessive expectations of parents. 3) Provide timely feedback on students' school conditions and jointly promote student growth.

Step 3: Results of evaluate the adaptability and feasibility of guidelines for enhancing sustainable well-being of primary school teachers.

According to the third research goal, the researchers invited 5 experts to evaluate the adaptability and feasibility of the guidelines for improving the sustainable happiness of primary school teachers. The appropriateness and feasibility

of 32 guidelines developed for the sustainable well-being of primary school teachers were evaluated from six aspects, including work environment, school culture and management, compensation and benefits, Career development, work stress and burnout, and cross-field cooperation support. The results show that the appropriateness and feasibility of these guidelines are at a high level. The detailed results are as follows:

In terms of providing a good working environment guide, feasibility and adaptability are at the highest level, with average values of 4.67 and 4.63, respectively, indicating that the guidelines for providing a good working environment have high adaptability and feasibility.

In terms of improving school culture and management guidelines, feasibility and adaptability are at the highest level, with average values of 4.64 and 4.73, respectively, indicating that the guidelines for providing a good working environment have high adaptability and feasibility.

In terms of improving compensation and benefits guidelines, feasibility and adaptability are at the highest level, with average values of 4.58 and 4.63, respectively, indicating that the guidelines for improving compensation and benefits have high adaptability and feasibility.

In terms of improving Career development guidelines, feasibility and adaptability are at the highest level, with average values of 4.65 and 4.61, respectively, which shows that improving career development guidelines has high adaptability and feasibility.

In terms of reducing work stress and burnout guidelines, feasibility and adaptability are at the highest level, with average values of 4.55 and 4.60, respectively, which shows that reducing work stress and burnout guidelines have high adaptability and feasibility.

In terms of promoting cross-domain cooperation support guidelines, feasibility and adaptability are at the highest level, with average values of 4.55 and 4.56, respectively, which shows that promoting cross-domain cooperation support guidelines have high adaptability and feasibility.

Discussion

Research on guidelines for enhancing sustainable well-being of primary school teachers. The researchers summarized the discussion into three parts, as follows:

Step 1: Study on the current of well-being of primary school teachers.

1. Discussion on the current status of cognitive well-being of primary school teachers

Cognitive well-being involves individuals' cognitive evaluation of their quality of life, including views on achievements, abilities, autonomy, etc. (Diener et al., 1985; Shin et al., 2020). Among primary school teachers, cognitive well-being is manifested in the successful completion of educational and teaching tasks, control of classroom order, and interest and satisfaction in work (Demerouti, E., et al, 2014). According to the data analysis in Chapter 4, primary school teachers show a high level of cognitive well-being, especially in controlling classroom order and stimulating students' interest in learning. Teachers believe that they can complete teaching tasks, have strong classroom control, and express recognition of the working environment and stability. This is related to teachers' professional characteristics, that is, daily teaching work can be quantified and they have a strong sense of control (Shin et al., 2020). However, some teachers say they are easily distracted while working in school, which may be related to work pressure or environmental factors, as well as heavy non-teaching tasks, such as administrative affairs and home-school communication. Research shows that teachers' sense of professional control is significantly positively correlated with cognitive well-being, and society's respect for the teaching profession significantly enhances their sense of professional accomplishment (Chung, 2019). In addition, the support and resource optimization provided by schools also play an important role in cognitive well-being (Kim & Asbury, 2020).

2. Discussion on the current status of subjective well-being of primary school teachers

Subjective well-being mainly comes from an individual's overall satisfaction with life and emotional experience (Ryan & Deci, 2000). The subjective well-being of primary school teachers mainly comes from the growth and progress of students and

the psychological satisfaction obtained from work (Huppert, et al., 2014). The survey results show that teachers have the highest sense of accomplishment when they see their students grow and progress, while the negative emotions caused by work pressure have a smaller impact. This shows that despite the challenges, primary school teachers are generally able to gain positive emotional experiences from their work. Primary school teachers have the highest sense of accomplishment when they see their students grow and progress, and the negative impact of psychological pressure on subjective well-being can be weakened with continuous support (Skaalvik & Skaalvik, 2018). Related studies also show that psychological support and work optimization are important ways to reduce teachers' work pressure, and psychological support mechanisms and reasonable allocation of teaching tasks can further improve teachers' emotional stability and job satisfaction (Collie et al., 2015). Self-determination theory believes that a sense of accomplishment is the core factor in improving teachers' subjective well-being. (Ryan, Deci, 2000).

3. Discussion on the physical and mental well-being of primary school teachers

Physical and mental well-being involves an individual's physical health and psychological state, including physical health, mental health, and life satisfaction (Keyes, C. L. M., 2014). The physical and mental well-being of primary school teachers is at a moderate level, and some teachers feel uncomfortable due to cervical spine and vision problems caused by long hours of work. Adverse occupational environment and long-term stress significantly affect teachers' physical and mental health. The physical and mental well-being of primary school teachers is directly affected by the work environment and health support. Research points out that the comfort and psychological support network in the school environment can significantly improve teachers' physical and mental state (Nagai et al., 2021). At the same time, flexible scheduling and health promotion programs, such as mental health lectures and physical health check-ups, have been shown to reduce teachers' physical discomfort and psychological stress (Schonfeld, 2012).

4. Discussion on the social well-being of primary school teachers

Social well-being refers to an individual's satisfaction in social relationships and occupational activities (Bauer & McAdams, 2014). Elementary school teachers scored highest on social well-being, particularly in relationships with leaders, colleagues, students and parents. This suggests that good social support and professional recognition are crucial to teachers' well-being. The core of social happiness lies in the quality of teachers' relationships with leaders, colleagues, students and parents. A good social support network not only improves teachers' professional satisfaction but also enhances their sense of social belonging (Bauer & McAdams, 2014; Deci et al., 2017). However, the support scores of students' parents were slightly lower, indicating that some teachers may face challenges in home-school communication, which are related to society's high expectations and misunderstandings of the teaching profession. Home-school interaction has an important impact on teachers' social well-being, and insufficient parental support may aggravate teachers' social pressure. (Thapa et al. 2013) Good supportive relationships within schools can significantly improve teachers' social well-being. Strengthening home-school interaction and establishing effective communication mechanisms are considered important methods to further enhance social well-being. (Epstein, 2011; Huang & Gu, 2019).

5. Discussion on the Self-Rated Well-being of Primary School Teachers

Primary school teachers' self-rated well-being is influenced by both positive and negative aspects of their work. On one hand, teachers derive a strong sense of accomplishment from witnessing students' growth and progress, which significantly enhances their well-being (Huppert et al., 2014). However, heavy workloads and job demands can lead to stress and burnout, negatively impacting their mental and physical health (Skaalvik & Skaalvik, 2018). Despite these challenges, teachers generally report that the positive emotional experiences outweigh the negative impacts (Collie et al., 2015). Self-Determination Theory (Ryan & Deci, 2000) suggests that a sense of competence is crucial for improving teachers' well-being. Providing teachers with professional development opportunities and a supportive work

environment can enhance their sense of competence and overall well-being. Interventions such as the CARE program have been shown to improve teachers' mindfulness and emotional regulation, leading to better well-being and classroom effectiveness (Scanlan Center, n.d.). By addressing these factors, schools can foster a more positive and fulfilling teaching experience.

Step 2: Develop the guidelines for enhancing sustainable well-being of primary school teachers.

In order to enhancing sustainable well-being of primary school teachers, researchers developed 32 guidelines from six aspects: working environment, school culture and management, compensation and benefits, Career development, work stress and burnout, and cross-field cooperation support.

Working environment

The work environment has a direct impact on teachers' well-being. A good work environment involves not only physical comfort, but also psychological safety and space for professional growth. Research shows that teachers' job satisfaction and well-being increase significantly when they work in an environment with adequate resources and modern equipment (Le Cornu & McArthur, 2015). A supportive, well-resourced work environment is a key factor in promoting teacher well-being (Kim & Asbury, 2020). Regular maintenance of classrooms and equipment updates, as well as increasing teachers' rest areas, can reduce professional fatigue. Improving campus physical facilities, improving the comfort of work spaces, and improving efficiency through resource sharing mechanisms can effectively enhance teachers' sense of professional fulfillment and well-being. (Nagai et al., 2021).

School culture and management

School culture and management play a vital role in teachers' well-being. A positive, open and inclusive school culture can inspire teachers' enthusiasm for work and enhance their sense of belonging to the school (Hoy, Smith, & Sweetland, 2002). Effective school management can not only provide teachers with clear work guidance and support, but also reduce unnecessary administrative burdens, allowing teachers to devote more energy to teaching and student development (Scheerens,

2013). In addition, the implementation of diversified incentive mechanisms, such as school recognition and honorary titles, can enhance teachers' professional identity (Deci et al., 2017). Studies have shown that teachers' participation in decision-making can increase their identification with school policies and thus improve their job satisfaction (Hoy & Miskel, 2018). Therefore, schools should encourage teachers to participate in school management and decision-making processes to jointly create a supportive and collaborative working environment.

Compensation and benefits

Compensation and benefits are key economic factors that affect teachers' job satisfaction and happiness. When teachers believe that their work is reasonably financially rewarded, they are more likely to feel satisfied and happy (Ebert & Stone, 2016). In addition to basic salary, additional benefits such as medical insurance, pension plans and professional development allowances, and the establishment of special allowances such as teaching rewards in remote areas help balance the allocation of educational resources and are important factors in improving teachers' well-being (Huang & Gu, 2019). These benefits can not only improve the quality of life of teachers, but also enhance teachers' loyalty and satisfaction with their profession. Therefore, schools and education policymakers need to ensure that teachers' salaries match the value of their labor and attract and retain excellent teachers by providing a comprehensive welfare system.

Career development

Career development is essential for addressing work stress and burnout among primary school teachers. Effective strategies include providing continuous training in teaching skills and information technology to enhance teachers' competencies. Such training opportunities can significantly reduce burnout rates and improve job satisfaction by equipping teachers with the necessary skills to manage their workload and enhance their teaching practices. Schools should also establish innovative teaching projects and provide clear career paths, helping teachers plan their professional development. Increasing the variety of educational positions, such as teaching experts and subject leaders, can meet diverse growth needs and provide

more promotion opportunities. These measures not only improve teachers' job satisfaction but also reduce burnout rates by providing a sense of control and support (Skaalvik, 2018). By implementing these strategies, schools can create a more fulfilling and sustainable career environment for teachers.

Work stress and burnout

Work stress and burnout are major barriers to teacher well-being. Long-term work stress can lead to teachers' burnout, affecting their work performance and personal health. Research shows that workplace stress management training and mental health support can effectively help teachers cope with stress at work and improve their well-being and job satisfaction. Effective work stress management measures can significantly reduce teachers' burnout rate (Skaalvik & Skaalvik, 2018). Schools need to establish a mental health support system, provide psychological counseling services to teachers, and conduct regular mental health lectures to help teachers master stress management skills. In addition, flexible work schedules and job rotation systems can also help reduce teachers' professional fatigue (Schonfeld, 2012).

Cross-field cooperation support

cross-field cooperation support can provide teachers with a wider range of resources and support networks, and enhance teachers' well-being. Cooperation with parents and the community can reduce teachers' stress and improve their social recognition (Epstein, 2011). Studies have shown that home-school cooperation can improve students' academic performance and teachers' job satisfaction (Huang & Gu, 2019). Therefore, schools should actively carry out parent education lectures to promote understanding and trust between home and school, and reduce the pressure caused by excessive parental expectations. In addition, it is possible to cooperate with community organizations and enterprises to provide support such as scholarships and equipment subsidies; and enhance teachers' social recognition through home-school cooperation (Bauer & McAdams, 2014). Through these measures, teachers can work in a more supportive and collaborative environment, thereby improving their sense of well-being and job satisfaction.

Step 3: Evaluate the adaptability and feasibility of guidelines for enhancing sustainable well-being of primary school teachers.

In the current educational context, the happiness of primary school teachers has an important impact on their teaching effectiveness and student development. The adaptability and feasibility of these guidelines will be discussed in detail below.

Work environment

Working environment of teachers has a direct impact on their well-being. A safe, comfortable and well-equipped working environment can improve teachers' job satisfaction and well-being. Studies have shown that improving the physical environment, such as the conditions of classrooms and offices, can reduce teachers' stress and improve their well-being. (Kim & Asbury, 2020). Therefore, the measures proposed in the guidelines to improve the working environment, such as actively paying attention to national education policies to gain more resource support, promoting internal resource sharing and optimization in schools, and optimizing the campus environment, are highly adaptable. When implementing these measures, school management needs to evaluate existing resources and develop specific plans. For example, regular maintenance of classroom and office area facilities, although it requires a certain amount of capital investment, can be achieved through reasonable planning and budget management. In addition, adding multi-functional areas for teachers to communicate and relax can not only enhance teachers' social interaction, but also enhance team cohesion, thereby improving work efficiency and happiness. (Nagai et al., 2021). Improving campus physical facilities, enhancing the comfort of workspaces, and improving efficiency through resource sharing mechanisms can effectively enhance teachers' sense of professional achievement and well-being. (Le Cornu & McArthur, 2015).

School culture and management

School culture and management play a vital role in teachers' well-being. A positive, open and inclusive school culture can inspire teachers' enthusiasm for work and enhance their sense of belonging to the school (Scheerens, 2013). Effective school management can not only provide teachers with clear work guidance and

support, but also reduce unnecessary administrative burdens, allowing teachers to devote more energy to teaching and student development (Leithwood, et al., 2020.). The implementation of school culture and management guidelines, such as organizing teacher exchange activities, creating a positive work culture, and reasonably allocating tasks according to teachers' professional expertise, requires the active participation and support of school leaders. In addition, the implementation of diversified incentive mechanisms, such as school recognition and honorary titles, can enhance teachers' professional identity (Deci, et al., 2017). The implementation of these measures may require an investment of time and resources, but in the long run, they can improve teachers' job satisfaction and happiness, thereby improving teaching quality and the overall performance of the school.

Compensation and benefits

Compensation and benefits are key economic factors that affect teachers' job satisfaction and happiness. When teachers believe that their work is reasonably rewarded financially, they are more likely to feel satisfied and happy (Ebert & Stone, 2016). Studies have shown that compensation levels are positively correlated with teachers' job satisfaction and retention intentions (Goldring, et al., 2021). Measures such as increasing teachers' basic salary levels and providing a comprehensive welfare system require policy support and financial investment. The implementation of these measures may face financial pressures, but in the long run, a reasonable compensation and welfare system can attract and retain excellent teachers and improve the stability of the teaching staff and the quality of teaching. Career development Providing continuous professional development opportunities is essential to improving teachers' well-being. By participating in professional development activities, teachers can not only improve their teaching skills and knowledge, but also enhance their love and commitment to education (Loeb, et al., 2019). Research shows that continuous professional development support can improve teachers' job satisfaction and students' academic performance (Desimone, et al., 2014). Providing teachers with up-to-date teaching skills and information technology training opportunities, and cooperating with colleges and universities to

provide in-depth subject training, etc., requires coordination and cooperation between schools and education departments. The implementation of these measures may increase workload in the short term, but in the long run, they can improve teachers' professional quality and enhance their sense of professional achievement and well-being.

Career development

Career development is crucial for addressing work stress and burnout among primary school teachers. Effective career development strategies can enhance teachers' job satisfaction and reduce burnout rates by providing a sense of control and support (Demerouti et al., 2020). For example, providing continuous training in teaching skills and information technology can enhance teachers' competencies and help them manage their workload more effectively. Additionally, supporting teachers to participate in international education forums or academic exchanges can broaden their perspectives and reduce feelings of isolation (Harvard Graduate School of Education, 2024).

Schools should also establish clear career paths and provide opportunities for professional growth, such as increasing the variety of educational positions like teaching experts and subject leaders. These measures not only improve teachers' job satisfaction but also reduce burnout rates by providing a sense of control and support (Skaalvik, 2018). By implementing these strategies, schools can create a more fulfilling and sustainable career environment for teachers, ultimately improving their well-being and job performance.

Work stress and burnout

Work stress and burnout are the main obstacles to teachers' well-being. Long-term work stress can lead to professional burnout among teachers, affecting their work performance and personal health. Research shows that work stress management training and mental health support can effectively help teachers cope with stress at work and improve their happiness and job satisfaction (Demerouti, et al., 2020). Measures such as establishing a mental health support system and holding regular mental health lectures require schools to invest certain resources and energy.

The implementation of these measures may increase workload in the short term, but in the long run, they can improve teachers' psychological well-being and reduce professional burnout, thereby improving teachers' job satisfaction and teaching quality.

Cross-field cooperation support

Cross-field cooperation support can provide teachers with a wider range of resources and support networks, and enhance teachers' well-being. Cooperation with parents and the community can reduce teachers' stress while improving their social recognition (Shernoff et al., 2022). Studies have shown that home-school cooperation can improve students' academic performance and teachers' job satisfaction (Huang & Gu, 2019). Measures such as providing scholarships, subsidizing equipment, or carrying out support activities with local enterprises or social organizations require schools to establish partnerships with external institutions. The implementation of these measures may face challenges in coordination and communication, but in the long run, they can provide teachers with more support and resources, and enhance teachers' job satisfaction and well-being.

In summary, the guidelines for improving the sustainable well-being of primary school teachers show a high level of adaptability and feasibility. The implementation of these guidelines requires the joint efforts and support of schools, education departments, and all sectors of society. Through the implementation of these measures, the well-being of primary school teachers can be effectively improved, thereby improving the quality of teaching and student development.

Recommendations

Based on the results of the research and analysis, the following comprehensive recommendations are proposed from the individual, school and social levels for the guidelines to enhancing the sustainable well-being of primary school teachers:

For Student

The impact of students on teachers' well-being should not be overlooked. Schools should cultivate students' awareness of gratitude and respect for teachers by organizing activities such as making thank-you cards and celebrating Teachers' Day, which can enhance emotional communication between teachers and students. At the same time, teachers can build positive relationships with students by increasing classroom interaction and showing care for them. This not only boosts teachers' sense of professional achievement but also promotes the comprehensive development of students.

For teacher

In the process of pursuing well-being, teachers should focus on self-development and psychological adjustment. First, teachers need to constantly update their educational concepts and teaching methods, improve their teaching level, and actively participate in high-quality training and learning activities organized by various education departments. Secondly, teachers should cultivate good psychological quality and communication skills, learn to manage stress, maintain a positive attitude, and improve their professional quality and ability to cope with stress through continuous learning. In addition, teachers should actively participate in professional training and psychological counseling to better cope with stress at work, and improve their well-being through self-reflection and emotional management.

For School

As the main place where teachers work, schools have a direct responsibility to improve teachers' well-being. Schools should actively create a supportive and collaborative working environment, including providing sufficient teaching resources, a reasonable workload and appropriate salary and benefits. Schools should also establish a scientific and reasonable evaluation system, focus on process evaluation, and establish a variety of incentive mechanisms to affirm teachers' efforts and achievements. In addition, schools need to pay attention to teachers' mental health, regularly organize mental health lectures and team building activities to help teachers reduce work pressure and improve work efficiency. Schools should also

strengthen communication and cooperation among teachers and establish mutual aid groups so that teachers can support each other at work and solve problems together.

For Social

The impact of society on teachers' well-being cannot be ignored. Society should respect and understand teachers' work more and improve teachers' social status and treatment. This includes the country's emphasis on and increased investment in education, as well as the improvement of teachers' social status and recognition. Policymakers should improve teachers' social status and treatment through policy adjustments. At the same time, society should provide more resources and support, such as obtaining high-quality educational resources through online platforms, conducting remote teaching cooperation, and realizing resource sharing. In addition, society and parents should give teachers more understanding and support, which will help improve teachers' working conditions and improve their well-being. Through these measures, a more favorable social environment can be created for teachers, thereby improving their career satisfaction and well-being.

Future

Research Directions

Based on the research results and suggestions, future research can focus on the following key areas: First, research should explore in depth the long-term effects of improved working environment, optimized school culture and management practices, reasonable salary and benefits system, clear career development path, effective work stress management, cross-disciplinary cooperation and social support on teachers' well-being. Second, research needs to evaluate how these factors work together in teachers' personal and professional lives, and how they affect teachers' teaching practices and students' all-round development. These studies will provide valuable insights for education policy makers, school administrators and teachers to help them develop more effective strategies to improve teachers' well-being and teaching quality.

Future research can further expand the tools and methods used to study the well-being of primary school teachers. Multiple measurement tools can be combined, such as the General Well-being Scale (GWB) and the Psychological Well-being Scale (PWB), to more comprehensively assess teachers' subjective well-being. In addition, longitudinal research designs can be added to observe the trends in teachers' well-being over time. Meanwhile, big data analysis techniques can be utilized to combine data on teachers' daily teaching behaviors and classroom interactions, to deeply explore the micro-level factors affecting teachers' well-being. Moreover, qualitative research methods such as case studies and in-depth interviews can be employed to gain a deeper understanding of teachers' well-being experiences in different contexts, providing a basis for developing more precise intervention measures.

In summary, future research directions should include in-depth analysis of the multi-dimensional influencing factors of teachers' well-being, as well as evaluation of the effectiveness of education policies and school management practices in improving teachers' well-being. Through these studies, we can better understand how to improve teachers' well-being by improving their working and living conditions, thereby promoting students' academic achievement and personal growth.

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Appendices

Appendix A

List of Specialists and Letters of Specialists Invitation for IOC Verification

Specialists for IOC Verification

NO.	Name	Position
1	Suchai Nopparatjamjomras	Associate Professor of Mahidol University
2	Khagendra Raj Dhakal	Doctor of King Mongkut's University of Technology North Bangkok
3	Jintawat Tanamatayarat	Assistant Professor of King Mongkut's University of Technology North Bangkok
4	Sirikorn Tosati	Assistant Professor of Bansomdejchaopraya Rajabhat University
5	Sura Wuttiprom	Associate Professor of Ubon Ratchathani University

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10600

13 July, 2024

Subject Invitation to validate research instrument

Dear Assoc.Prof.Dr. Suchai Nopparatjamjomras

Mrs. Wang Shumin is a graduate student in Education Management Sustainable Development of Bansomdejchaopraya Rajabhat University. She is undertaking research entitled "Guidelines for enhancing sustainable well-being of primary school teachers", supervised by the thesis advisory committee as follows.

- | | |
|---|---------------|
| 1. Dr. Thanida Sujarittham | Major Advisor |
| 2. Assistant Professor Dr. Phisanu Bangkheow | Co-Advisor |
| 3. Associate Professor Dr. Chollada Pongpattanayothin | Co-Advisor |

In this regard, in order to understand the current situation of art education in higher education institutions in Sichuan Province and the construction of a sustainable development art education model. The thesis advisory committee and the student have considered that you are an expert in this field. Therefore, Graduate School would like to invite you to be an expert to join the interview to provide the student with suggestions for the his research.

Thank you for your kind considerations.

Yours faithfully

(Assistant. Professor Dr.Nukul Sarawong)
Dean of Graduate School

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13 July, 2024

Subject Invitation to validate research instrument

Dear Dr.Khagendra Raj Dhakal

Mrs. Wang Shumin is a graduate student in Education Management Sustainable Development of Bansomdejchaopraya Rajabhat University. She is undertaking research entitled "Guidelines for enhancing sustainable well-being of primary school teachers", supervised by the thesis advisory committee as follows.

- | | |
|---|---------------|
| 1. Dr. Thanida Sujarittham | Major Advisor |
| 2. Assistant Professor Dr. Phisanu Bangkheow | Co-Advisor |
| 3. Associate Professor Dr. Chollada Pongpattanayothin | Co-Advisor |

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13 July, 2024

Subject Invitation to validate research instrument

Dear Asst.Prof.Dr.Jintawat Tanamatayarat

Mrs. Wang Shumin is a graduate student in Education Management Sustainable Development of Bansomdejchaopraya Rajabhat University. She is undertaking research entitled "Guidelines for enhancing sustainable well-being of primary school teachers", supervised by the thesis advisory committee as follows.

- | | |
|---|---------------|
| 1. Dr. Thanida Sujarittham | Major Advisor |
| 2. Assistant Professor Dr. Phisanu Bangkheow | Co-Advisor |
| 3. Associate Professor Dr. Chollada Pongpattanayothin | Co-Advisor |

In this regard, in order to understand the current situation of art education in higher education institutions in Sichuan Province and the construction of a sustainable development art education model. The thesis advisory committee and the student have considered that you are an expert in this field. Therefore, Graduate School would like to invite you to be an expert to join the interview to provide the student with suggestions for the his research.

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13 July, 2024

Subject Invitation to validate research instrument

Dear Asst.prof. Sirikorn Tosati

Mrs. Wang Shumin is a graduate student in Education Management Sustainable Development of Bansomdejchaopraya Rajabhat University. She is undertaking research entitled "Guidelines for enhancing sustainable well-being of primary school teachers", supervised by the thesis advisory committee as follows.

- | | |
|---|---------------|
| 1. Dr. Thanida Sujarittham | Major Advisor |
| 2. Assistant Professor Dr. Phisanu Bangkheow | Co-Advisor |
| 3. Associate Professor Dr. Chollada Pongpattanayothin | Co-Advisor |

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13 July, 2024

Subject Invitation to validate research instrument

Dear Assoc.Prof.Dr.Sura Wuttirom

Mrs. Wang Shumin is a graduate student in Education Management Sustainable Development of Bansomdejchaopraya Rajabhat University. She is undertaking research entitled "Guidelines for enhancing sustainable well-being of primary school teachers", supervised by the thesis advisory committee as follows.

- | | |
|---|---------------|
| 1. Dr. Thanida Sujarittham | Major Advisor |
| 2. Assistant Professor Dr. Phisanu Bangkheow | Co-Advisor |
| 3. Associate Professor Dr. Chollada Pongpattanayothin | Co-Advisor |

In this regard, in order to understand the current situation of art education in higher education institutions in Sichuan Province and the construction of a sustainable development art education model. The thesis advisory committee and the student have considered that you are an expert in this field. Therefore, Graduate School would like to invite you to be an expert to join the interview to provide the student with suggestions for the his research.

Thank you for your kind considerations.

Yours faithfully

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Appendix B
Official Letter



No. MHESI 0643.14/

Bansomdejchaopraya
Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

26 July 2024

Subject: Request for data collection
Dear Yuan Xiaohua Sankeng Primary School
Attachment: 1. Questionnaires
2. Structured interview

Regarding Mrs. Wang Shumin with student code 6473139017, a doctoral student majoring in the Educational Management for Sustainable Development of Bansomdejchaopraya Rajabhat University. The thesis is entitled "Guidelines for enhancing sustainable well-being of primary school teachers", supervised by the thesis advisory committee as follows.

- | | |
|--|---------------|
| 1. Dr. Thanida Sutcharitham | Major Advisor |
| 2. Assistant Professor Dr. Phisanu Bangkheow | Co-Advisor |
| 3. Associate Professor Dr. Chollada Pongpattanyothin | Co-Advisor |

In this research, the researcher requires to collect data for the said research. Therefore, the researcher requested to collect the data to be used in the research.

Sincerely,

(Assistant Professor Dr. Nukul Sarawong)
Dean of Graduate School

Tel. +662-473-7000
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E-mail: grad@bsru.ac.th



Ref.No. MHESI 0643.14/

Bansomdejchaopraya
Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

26 July 2024

Subject: Request for data collection
Dear Li Lan Heyuan City No. 3 Primary School
Attachment: 1.Questionnaires
2.Structured interview

Regarding Mrs.Wang Shumin with student code 6473139017, a doctoral student majoring in the Educational Management for Sustainable Development of Bansomdejchaopraya Rajabhat University. The thesis is entitled "Guidelines for enhancing sustainable well-being of primary school teachers", supervised by the thesis advisory committee as follows:

- | | |
|---|---------------|
| 1. Dr. Thanida Sutcharittham | Major Advisor |
| 2. Assistant Professor Dr. Phisanu Bangkheow | Co-Advisor |
| 3. Associate Professor Dr. Chollada Pongpattanayothin | Co-Advisor |

In this research, the researcher requires to collect data for the said research. Therefore, the researcher requested to collect the data to be used in the research.

Sincerely,

(Assistant Professor Dr.Nukul Sarawong)
Dean of Graduate School

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ef.No. MHESI 0643.14/

Bansomdejchaopraya
Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

26 July 2024

Subject: Request for data collection
Dear He Chunli Heyuan City No. 3 Primary School
Attachment: 1.Questionnaires
2.Structured interview

Regarding Mrs.Wang Shumin with student code 6473139017, a doctoral student majoring in the Educational Management for Sustainable Development of Bansomdejchaopraya Rajabhat University. The thesis is entitled "Guidelines for enhancing sustainable well-being of primary school teachers", supervised by the thesis advisory committee as follows.

1. Dr. Thanida Sutcharittham	Major Advisor
2. Assistant Professor Dr. Phisanu Bangkheow	Co-Advisor
3. Associate Professor Dr. Chollada Pongpattanayothin	Co-Advisor

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Thonburi Bangkok 10600

26 July 2024

Subject: Request for data collection
Dear Huang Xiaoping Xiacheng Primary School
Attachment: 1.Questionnaires
2.Structured interview

Regarding Mrs.Wang Shumin with student code 6473139017, a doctoral student majoring in the Educational Management for Sustainable Development of Bansomdejchaopraya Rajabhat University. The thesis is entitled "Guidelines for enhancing sustainable well-being of primary school teachers", supervised by the thesis advisory committee as follows.

1. Dr. Thanida Sutcharittham	Major Advisor
2. Assistant Professor Dr. Phisanu Bangkheow	Co-Advisor
3. Associate Professor Dr. Chollada Pongpattanayothin	Co-Advisor

In this research, the researcher requires to collect data for the said research. Therefore, the researcher requested to collect the data to be used in the research.

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Thonburi Bangkok 10600

26 July 2024

Subject: Request for data collection
Dear Wu Jingjing Xiacheng Primary School
Attachment: 1.Questionnaires
2.Structured interview

Regarding Mrs.Wang Shumin with student code 6473139017, a doctoral student majoring in the Educational Management for Sustainable Development of Bansomdejchaopraya Rajabhat University. The thesis is entitled "Guidelines for enhancing sustainable well-being of primary school teachers", supervised by the thesis advisory committee as follows.

- | | |
|---|---------------|
| 1. Dr. Thanida Sutcharittham | Major Advisor |
| 2. Assistant Professor Dr. Phisanu Bangkheow | Co-Advisor |
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26 July 2024

Subject: Request for data collection
Dear Zhang Riqiang Huangzidong Primary School
Attachment: 1.Questionnaires
2.Structured interview

Regarding Mrs.Wang Shumin with student code 6473139017, a doctoral student majoring in the Educational Management for Sustainable Development of Bansomdejchaopraya Rajabhat University. The thesis is entitled "Guidelines for enhancing sustainable well-being of primary school teachers", supervised by the thesis advisory committee as follows.

- | | |
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| 1. Dr. Thanida Sutcharittham | Major Advisor |
| 2. Assistant Professor Dr. Phisanu Bangkheow | Co-Advisor |
| 3. Associate Professor Dr. Chollada Pongpattanayothin | Co-Advisor |

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Sincerely,

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26 July 2024

Subject: Request for data collection
Dear Chen Weida Hongguang Primary School
Attachment: 1.Questionnaires
2.Structured interview

Regarding Mrs.Wang Shumin with student code 6473139017, a doctoral student majoring in the Educational Management for Sustainable Development of Bansomdejchaopraya Rajabhat University. The thesis is entitled "Guidelines for enhancing sustainable well-being of primary school teachers", supervised by the thesis advisory committee as follows.

- | | |
|---|---------------|
| 1. Dr. Thanida Sutcharittham | Major Advisor |
| 2. Assistant Professor Dr. Phisanu Bangkheow | Co-Advisor |
| 3. Associate Professor Dr. Chollada Pongpattanayothin | Co-Advisor |

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Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

26 July 2024

Subject: Request for data collection
Dear: Ai Jing Huangzidong Primary School
Attachment: 1.Questionnaires

Regarding Mrs.Wang Shumin with student code 6473139017, a doctoral student majoring in the Educational Management for Sustainable Development of Bansomdejchaopraya Rajabhat University. The thesis is entitled "Guidelines for enhancing sustainable well-being of primary school teachers", supervised by the thesis advisory committee as follows.

- | | |
|---|---------------|
| 1. Dr. Thanida Sutcharittham | Major Advisor |
| 2. Assistant Professor Dr. Phisanu Bangkheow | Co-Advisor |
| 3. Associate Professor Dr. Chollada Pongpattanayothin | Co-Advisor |

In this research, the researcher requires to collect data for the said research. Therefore, the researcher requested to collect the data to be used in the research.

Sincerely,

(Assistant Professor Dr.Nukul Sarawong)
Dean of Graduate School

Tel.+662-473-7000
ext. 1814
E-mail: grad@bsru.ac.th



ef.No. MHESI 0643.14/

Bansomdejchaopraya
Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

26 July 2024

Subject: Request for data collection
Dear: Deng Wenxiu Hongguang Primary School
Attachment: 1.Questionnaires

Regarding Mrs.Wang Shumin with student code 6473139017, a doctoral student majoring in the Educational Management for Sustainable Development of Bansomdejchaopraya Rajabhat University. The thesis is entitled "Guidelines for enhancing sustainable well-being of primary school teachers", supervised by the thesis advisory committee as follows:

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MHESI 0643.14/

Bansomdejchaopraya
Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

26 July 2024

Subject: Request for data collection
Dear Zhong Dan Longchuan Experimental Primary School
Attachment: 1.Questionnaires
2.Structured interview

Regarding Mrs.Wang Shumin with student code 6473139017, a doctoral student majoring in the Educational Management for Sustainable Development of Bansomdejchaopraya Rajabhat University. The thesis is entitled "Guidelines for enhancing sustainable well-being of primary school teachers", supervised by the thesis advisory committee as follows.

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MHESI 0643.14/

Bansomdejchaopraya
Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

26 July 2024

Subject: Request for data collection
Dear Jiang Qinqin Longchuan Experimental Primary School
Attachment: 1.Questionnaires
2.Structured interview

Regarding Mrs.Wang Shumin with student code 6473139017, a doctoral student majoring in the Educational Management for Sustainable Development of Bansomdejchaopraya Rajabhat University. The thesis is entitled "Guidelines for enhancing sustainable well-being of primary school teachers", supervised by the thesis advisory committee as follows.

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| 3. Associate Professor Dr. Choliada Pongpattanayothin | Co-Advisor |

In this research, the researcher requires to collect data for the said research. Therefore, the researcher requested to collect the data to be used in the research.

Sincerely,

(Assistant Professor Dr.Nukul Sarawong)
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MHESI 0643.14/

Bansomdejchaopraya
Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

26 July 2024

Subject: Request for data collection
Dear Du Feng Sankeng Primary School
Attachment: 1.Questionnaires
2.Structured interview

Regarding Mrs.Wang Shumin with student code 6473139017, a doctoral student majoring in the Educational Management for Sustainable Development of Bansomdejchaopraya Rajabhat University. The thesis is entitled "Guidelines for enhancing sustainable well-being of primary school teachers", supervised by the thesis advisory committee as follows.

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| 3. Associate Professor Dr. Choliada Pongpattanayothin | Co-Advisor |

In this research, the researcher requires to collect data for the said research. Therefore, the researcher requested to collect the data to be used in the research.

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Bansomdejchaopraya
Rajabhat University
1061 Soi Itsaraphap 15,
Itsaraphap Road, Hiranruchi,
Thonburi, Bangkok, Thailand
10600

21 November, 2024

Subject Request for evaluation of guideline
Dear Professor Mo Qiuchan, HeYuan Polytechnic
Attachment Evaluation sheets

Mrs. Wang Shumin is a graduate student in Education Management Sustainable Development of Bansomdejchaopraya Rajabhat University. She is undertaking research entitled "Guidelines for enhancing sustainable well-being of primary school teachers", supervised by the thesis advisory committee as follows.

- | | |
|---|---------------|
| 1. Dr. Thanida Sujarittham | Major Advisor |
| 2. Assistant Professor Dr. Phisanu Bangkheow | Co-Advisor |
| 3. Associate Professor Dr. Chollada Pongpattanayothin | Co-Advisor |

In this regard, in order to understand the current situation of art education in higher education institutions in Sichuan Province and the construction of a sustainable development art education model. The thesis advisory committee and the student have considered that you are an expert in this field. Therefore, the Graduate School would like to invite you to be an expert to join the interview to provide the student with suggestions for the his research.

Thank you for your kind considerations.

Yours faithfully

(Assistant. Professor Dr.Nukul Sarawong)
Dean of Graduate School

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Bansomdejchaopraya
Rajabhat University
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Itsaraphap Road, Hiranruchi,
Thonburi, Bangkok, Thailand
10600

21 November, 2024

Subject Request for evaluation of guideline
Dear Professor Zeng Wenxiong, HeYuan Polytechnic
Attachment Evaluation sheets

Mrs. Wang Shumin is a graduate student in Education Management Sustainable Development of Bansomdejchaopraya Rajabhat University. She is undertaking research entitled "Guidelines for enhancing sustainable well-being of primary school teachers", supervised by the thesis advisory committee as follows.

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| 1. Dr. Thanida Sujarittham | Major Advisor |
| 2. Assistant Professor Dr. Phisanu Bangkheow | Co-Advisor |
| 3. Associate Professor Dr. Chollada Pongpattanayothin | Co-Advisor |

In this regard, in order to understand the current situation of art education in higher education institutions in Sichuan Province and the construction of a sustainable development art education model. The thesis advisory committee and the student have considered that you are an expert in this field. Therefore, Graduate School would like to invite you to be an expert to join the interview to provide the student with suggestions for the his research.

Thank you for your kind considerations.

Yours faithfully

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1061 Soi Itsaraphap 15,
Itsaraphap Road, Hiranruchi,
Thonburi, Bangkok, Thailand
10600

21 November, 2024

Subject Request for evaluation of guideline

Dear Professor Wen wenni, HeYuan Polytechnic

Attachment Evaluation sheets

Mrs. Wang Shumin is a graduate student in Education Management Sustainable Development of Bansomdejchaopraya Rajabhat University. She is undertaking research entitled "Guidelines for enhancing sustainable well-being of primary school teachers", supervised by the thesis advisory committee as follows.

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| 1. Dr. Thanida Sujarittham | Major Advisor |
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| 3. Associate Professor Dr. Chollada Pongpattanayothin | Co-Advisor |

In this regard, in order to understand the current situation of art education in higher education institutions in Sichuan Province and the construction of a sustainable development art education model. The thesis advisory committee and the student have considered that you are an expert in this field. Therefore, Graduate School would like to invite you to be an expert to join the interview to provide the student with suggestions for the his research.

Thank you for your kind considerations.

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Rajabhat University
1061 Soi Itsaraphap 15,
Itsaraphap Road, Hiranruchi,
Thonburi, Bangkok, Thailand
10600

21 November, 2024

Subject Request for evaluation of guideline

Dear Professor Wang Wen, Guangdong Polytechnic Normal University

Attachment Evaluation sheets

Mrs. Wang Shumin is a graduate student in Education Management Sustainable Development of Bansomdejchaopraya Rajabhat University. She is undertaking research entitled "Guidelines for enhancing sustainable well-being of primary school teachers", supervised by the thesis advisory committee as follows.

- | | |
|---|---------------|
| 1. Dr. Thanida Sujarittham | Major Advisor |
| 2. Assistant Professor Dr. Phisanu Bangkheow | Co-Advisor |
| 3. Associate Professor Dr. Chollada Pongpattanayothin | Co-Advisor |

In this regard, in order to understand the current situation of art education in higher education institutions in Sichuan Province and the construction of a sustainable development art education model. The thesis advisory committee and the student have considered that you are an expert in this field. Therefore, Graduate School would like to invite you to be an expert to join the interview to provide the student with suggestions for the his research.

Thank you for your kind considerations.

Yours faithfully

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Rajabhat University
1061 Soi Itsaraphap 15,
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Thonburi, Bangkok, Thailand
10600

21 November, 2024

Subject: Request for evaluation of guideline

Dear Professor Chen Fang, Guangdong Polytechnic Normal University

Attachment Evaluation sheets

Mrs. Wang Shumin is a graduate student in Education Management Sustainable Development of Bansomdejchaopraya Rajabhat University. She is undertaking research entitled "Guidelines for enhancing sustainable well-being of primary school teachers", supervised by the thesis advisory committee as follows:

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| 1. Dr. Thanida Sujarittham | Major Advisor |
| 2. Assistant Professor Dr. Phisanu Bangkheow | Co-Advisor |
| 3. Associate Professor Dr. Chollada Pongpattanyothin | Co-Advisor |

In this regard, in order to understand the current situation of art education in higher education institutions in Sichuan Province and the construction of a sustainable development art education model. The thesis advisory committee and the student have considered that you are an expert in this field. Therefore, Graduate School would like to invite you to be an expert to join the interview to provide the student with suggestions for the his research.

Thank you for your kind considerations.

Yours faithfully

(Assistant. Professor Dr.Nukul Sarawong)
Dean of Graduate School

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Appendix C

Research Instrument

Questionnaire

Title: Guidelines for Enhancing Sustainable Well-being of Primary School Teachers

1.This questionnaire is a scientific questionnaire for "Developing guidelines to enhancing sustainable well-being of primary school teachers", aiming to study the current situation and existing problems of the sustainable well-being in primary school teachers.

2.This survey is anonymous and will take you about 10 minutes. Please read this topic carefully and truthfully choose your answers that align with your feelings, thoughts and practices according to the questions. Thank you for your support and cooperation.

Part 1: Information on the identity of the interviewees

1. Your school:
2. School Type: Public School () Private School ()
3. Your grade: Grade 1 () Grade 2 () Grade 3 () Grade 4 () Grade 5 ()
Grade 6 ()
4. The subject you teach:
5. Age:20-30() 31-40() 41-50() Over 50 years old()
6. How many students are you teaching now?
7. Gender: Male () Female ()
8. Teaching experience: less than 5 years () 5-10 years () 11-20 years ()
More than 20 years ()
- 9.Marriage: Yes () No ()
10. Total annual salary: 30,000-50,000 () 50,000-80,000 () 80,000-100,000 ()
) More than 100,000 ()
11. Title: Junior () Intermediate () Associate Senior () Senior ()
12. Administrative position: School level () Middle level () General
administrative staff () No administrative position ()

13. Your education: High school () Secondary school () College ()
Bachelor () Master ()

14. Whether to serve as a class teacher: Yes () No ()

15. Your employment mode: On the job () Temporary employment for
more than 3 years () Temporary employment for less than 3 years ()

Part 2: The current situation and existing problems of well-being of primary
school teachers:

Instructions: Please read the following items carefully and select the extent
to the current situation and existing problems of well-being of primary school
teachers based on your actual situation and experience. Rating Scale of Likert Scale 5
level (1=strongly disagree, 2=disagree, 3=unsure, 4=agree, 5=strongly agree, please
put the appropriate Vin each line.)

NO	Questions	Level				
		1	2	3	4	5
cognitive well-being						
1	I can successfully complete the scheduled teaching tasks.					
2	I was easily distracted.					
3	In the teaching work, I can control the classroom order and stimulate students' interest in learning.					
4	I am interested in primary school education and teaching work.					
5	Compared with other jobs, I am satisfied with the social status of primary school teachers.					
6	I am very satisfied with the environment and stability of the job.					
Subjective well-being						
7	A day's work brought me nearly apart.					
8	At work, I often feel depressed, have bad temper,					

NO	Questions	Level				
		1	2	3	4	5
	and even sometimes beyond control.					
9	I find the work very boring and monotonous.					
10	Education and teaching work has brought me great psychological pressure, often let me feel restless.					
11	I feel that my value is reflected in my primary school work.					
12	Seeing the growth and progress of students, I have a sense of achievement.					
13	I can get psychological satisfaction from the primary school education work.					
physical and mental well-being						
14	Because I have to lower my head to correct homework, make courseware, etc., I have problems with my cervical spine and vision.					
15	The thought of work makes me feel uncomfortable.					
16	My professional status has affected my physical health status.					
social well-being						
17	I get along well with my leaders.					
18	The students' parents are very supportive of my work.					
19	I can get help and support from my colleagues in my work.					
20	Students like my class, and we get along like friends.					
21	My work can get the support and encouragement of my leaders.					
Work environment						
22	My non-teaching tasks had a negative impact on my					

NO	Questions	Level				
		1	2	3	4	5
36	The teacher's evaluation and assessment method makes me feel very anxious.					
37	Every day there are endless things to do, no time to do what I like, make me very tired.					
38	Heavy education and teaching tasks let me feel a lot of pressure, there are hoarseness, headache, insomnia, early wake up and other phenomena.					
Self-rated well-being						
39	I have ample time to enjoy activities outside of work, which leaves me feeling refreshed.					
40	Balancing teaching and non-teaching duties affects my overall satisfaction with work and life.					
41	The environment and facilities of my campus are very good.					
42	The school provides teachers with more opportunities for external training, exchanges, and study visits.					
43	I am satisfied with my benefits and salary in my current job.					
44	The school's management systems are fair and just, which makes me feel satisfied.					
45	I am satisfied with having a longer vacation every year.					
46	The heavy teaching tasks made me feel very stressed, with symptoms like hoarseness, headaches, and insomnia.					
47	The demands of teaching impact my overall physical and mental well-being.					

Recommendation

.....

.....

.....

Thank you for your kind cooperation in completing the questionnaire!

Researcher

Mrs. Wang Shumin

Structured Interview

Title: Guidelines for Enhancing Sustainable Well-being of Primary School Teachers

This interview is a vital component of our research project titled "Developing guidelines to enhancing sustainable well-being of primary school teachers", aiming to study the current situation and existing problems of the sustainable well-being of primary school teachers.

The information gathered from each respondent is treated with the utmost confidentiality, and the researcher assures that your responses will have no impact on either the institution or your personnel. We kindly request that you respond truthfully based on your actual experience and teaching background. The estimated duration of this interview is 15-30 minutes.

Name: Gender:

Position/Role:School/Institution Name:

Outline of the interview with the Interviewee

How do you understand the term "teacher's well-being"?

As a primary school teacher, do you feel happy? What are the reasons for feeling happy or unhappy?

What external conditions do you think are necessary to improve the well-being of primary school teachers?

Do you think personal qualities have an impact on well-being? What personal qualities can help enhance the well-being of primary school teachers?

What do you think is the ideal working state for a primary school teacher?

What suggestions do you have for improving teachers' well-being?

Evaluation Form

Title: Guidelines for Enhancing Sustainable Well-being

of Primary School Teachers

[illegible]

Appendix D

The Results of the Quality Analysis of Research Instruments

The index of objective congruence (IOC)

Title: Guidelines for Enhancing Sustainable Well-being of Primary School Teachers

NO	Questions	Level					IOC	Conclusion
		1	2	3	4	5		
cognitive well-being								
1	I can successfully complete the scheduled teaching tasks.	.80	1	1	1	1	.96	consistent
2	I was easily distracted.	1	1	1	1	1	1.00	consistent
3	In the teaching work, I can control the classroom order and stimulate students' interest in learning.	1	1	1	1	1	1.00	consistent
4	I am interested in primary school education and teaching work.	1	1	1	1	1	1.00	consistent
5	Compared with other jobs, I am satisfied with the social status of primary school teachers.	0.83	.82	.85	1	1	.90	consistent
6	I am very satisfied with the environment and stability of the job.	1	1	1	1	1	1.00	consistent
Subjective well-being								
7	A day's work brought me nearly apart.	1	1	1	1	1	1.00	consistent
8	At work, I often feel depressed, have bad temper,	1	1	1	1	1	1.00	consistent

NO	Questions	Level					IOC	Conclusion
		1	2	3	4	5		
	and even sometimes beyond control.							
9	I find the work very boring and monotonous.	1	1	1	1	1	1.00	consistent
10	Education and teaching work has brought me great psychological pressure, often let me feel restless.	1	1	1	1	1	1.00	consistent
11	I feel that my value is reflected in my primary school work.	.83	.82	.78	1	.82	.85	consistent
12	Seeing the growth and progress of students, I have a sense of achievement.	1	1	1	1	1	1.00	consistent
13	I can get psychological satisfaction from the primary school education work.	1	1	1	1	1	1.00	consistent
physical and mental well-being								
14	Because I have to lower my head to correct homework, make courseware, etc., I have problems with my cervical spine and vision.	1	1	1	1	1	1.00	consistent
15	The thought of work makes me feel uncomfortable.	1	1	1	1	1	1.00	consistent
16	My professional status has affected my physical health status.	.82	.83	.72	1	.88	.85	consistent

NO	Questions	Level					IOC	Conclusion
		1	2	3	4	5		
social well-being								
17	I get along well with my leaders.	1	1	1	1	1	1.00	consistent
18	The students' parents are very supportive of my work.	1	1	1	1	1	1.00	consistent
19	I can get help and support from my colleagues in my work.	1	1	1	1	1	1.00	consistent
20	Students like my class, and we get along like friends.	1	1	1	1	1	1.00	consistent
21	My work can get the support and encouragement of my leaders.	1	1	1	1	1	1.00	consistent
Work environment								
22	My non-teaching tasks had a negative impact on my teaching ability.	1	1	1	1	1	1.00	consistent
23	Many of the students in my class were disobedient and chaotic.	1	1	1	1	1	1.00	consistent
24	My campus has very good facilities.	1	1	1	1	1	1.00	consistent
School culture and management								
25	The relevant departments of the school are concerned about the teachers' work and life.	1	1	1	1	1	1.00	consistent

NO	Questions	Level					IOC	Conclusion
		1	2	3	4	5		
26	The school's various management system is fair and fair, which makes me feel satisfied.	.80	.85	.82	1	.78	.85	consistent
27	The school provides teachers with a rich and colorful amateur cultural life.	1	1	1	1	1	1.00	consistent
28	I have the opportunity to participate in the democratic management of the school.	1	1	1	1	1	1.00	consistent
Compensation and benefits								
29	I am satisfied with the payment of performance pay.	1	1	1	1	1	1.00	consistent
30	I am satisfied with the benefits of my current job.	1	1	1	1	1	1.00	consistent
31	I am satisfied with having the longer holidays each year.	1	1	1	1	1	1.00	consistent
Career development								
32	I am satisfied with the promotion and evaluation of my professional title.	1	1	1	1	1	1.00	consistent
33	The school can provide teachers with more opportunities for overseas training exchanges and study visits.	1	1	1	1	1	1.00	consistent

NO	Questions	Level					IOC	Conclusion
		1	2	3	4	5		
34	I have a clear career development plan and am working towards my goals.	1	1	1	1	1	1.00	consistent
35	The school provides teachers with sufficient career development guidance and support.	1	1	1	1	1	1.00	consistent
Work stress and burnout								
36	The teacher's evaluation and assessment method make me feel very anxious.	1	1	1	1	1	1.00	consistent
37	Every day there are endless things to do, no time to do what I like, make me very tired.	1	1	1	1	1	1.00	consistent
38	Heavy education and teaching tasks let me feel a lot of pressure, there are hoarseness, headache, insomnia, early wake up and other phenomena.	1	1	1	1	1	1.00	consistent
Self-rated well-being								
39	I have ample time to enjoy activities outside of work, which leaves me feeling refreshed.	1	1	1	1	1	1.00	consistent
40	Balancing teaching and non-teaching duties affects my overall satisfaction with work	1	1	1	1	1	1.00	consistent

NO	Questions	Level					IOC	Conclusion
		1	2	3	4	5		
	and life.							
41	The environment and facilities of my campus are very good.	1	1	1	1	1	1.00	consistent
42	The school provides teachers with more opportunities for external training, exchanges, and study visits.	1	1	1	1	1	1.00	consistent
43	I am satisfied with my benefits and salary in my current job.	1	1	1	1	1	1.00	consistent
44	The school' s management systems are fair and just, which makes me feel satisfied.	1	1	1	1	1	1.00	consistent
45	I am satisfied with having a longer vacation every year.	1	1	1	1	1	1.00	consistent
46	The heavy teaching tasks made me feel very stressed, with symptoms like hoarseness, headaches, and insomnia.	1	1	1	1	1	1.00	consistent
47	The demands of teaching impact my overall physical and mental well-being.	1	1	1	1	1	1.00	consistent

Appendix E

Certificate of English



This is to certify that

Mrs. Wang Shumin

Achieved BSRU English Proficiency Test (BSRU-TEP) level

C1

Given on 9th August 2022

A handwritten signature in blue ink, appearing to be 'KSA', is written over the printed name of the director.

(Assistant Professor Dr Kulsirin Aphiratvoradej)

Director

Appendix F

The Document for Acceptance Research



**The Editorial Board of International Education Studies
Canadian Center of Science and Education**

1595 Sixteenth Ave, Suite 301, Richmond Hill, Ontario, L4B 3N9, Canada

Tel: 1-416-642-2606

E-mail: ies@ccsenet.org

Website: www.ccsenet.org

January 26, 2025

Dear Wang Shumin,

Thanks for your submission of paper to *International Education Studies*.

We have the pleasure to inform you that your manuscript has been accepted for publication. It will be published on the Vol. 18, No. 5, in October 2025.

Title: Survey on the Sustainable Well-being of Primary School Teachers Based on the OECD Research Framework in Guangdong Province

Authors: Wang Shumin, Thanida Sujarittham, Phisanu Bangkheow, Chollada Pongpattanayothin & Trai Unyapoti

If you have any questions, please do not hesitate to contact with us.

Sincerely,

Chris Lee

On behalf of,
The Editorial Board of *International Education Studies*
Canadian Center of Science and Education

Researcher Profile

Name-Surname: Mrs. Wang Shumin
Birthday: December 24, 1982
Place of Birth: Heyuan, Guangdong, China

Educational background:

- Doctor of Philosophy Program in Educational Management for Sustainable Development, Bansomdejchaopraya Rajabhat University, Thailand, 2024
- Master of Education, South China Normal University, China, 2011
- Bachelor of Science, Chongqing Normal University, China, 2004

Work experience:

- Teacher, Heyuan Polytechnic, Guangdong, China, from 2004 to present

Current Contact Location:

1061 Soi Itsaraphap15, Hiranruchi Thon Buri, Bangkok 10600, Thailand