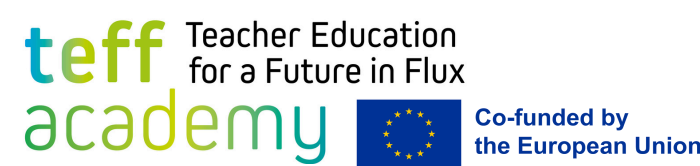




UNIVERSITÀ
DEGLI STUDI
FIRENZE
FORLILPSI
DIPARTIMENTO DI FORMAZIONE,
LINGUE, INTERCULTURA,
LETTERATURE E PSICOLOGIA



The well-being of education professionals: towards a pedagogical perspective

Chiara Funari – PhD Student – chiara.funari@unifi.it

Tutor: Prof.ssa Daniela Frison - Co-tutor: Prof.ssa Giovanna Del Gobbo

Introduction

Investigate the well-being of education professionals in light of the teacher and educator shortage caused by the sector crisis, high resignation rates, and declining profession attractiveness (EU, 2020; UNESCO, 2023).



Relevant aspects:

- Well-being for the protection of professionals and educational quality (EU, 2020; OECD 2020).
- Main focus of research: stress and burnout (Gabola & Albanese, 2015; Maslach & Leiter, 2000).
- Teacher Well-Being (TWB) Framework (OECD, 2020).



Research gap:

- No shared definition of well-being (Dodge et al. 2012) and TWB (Viac & Fraser, 2020)
- Few empirical studies on well-being in education
- Lack of research on the well-being of non-teaching education professionals

Topic

The well-being of education professionals (OECD, 2020; EU, 2020).

Objective

This study explores the well-being of education professionals through a situated pedagogical approach.

Problem

There is a shortage of teachers and education professionals due to resignations and the profession's low attractiveness.

Research question

How can the well-being of these professionals be conceptualised, and which pedagogical practices can support its promotion in educational contexts?

Research design Exploratory-sequential mixed methods (qualitative-quantitative)

1. EXPLORATORY PHASE:

Definition of the WB construct in international and national reports

Documental analysis WB

Investigating the international perspective of research on TWB

Interviews with TWB experts

RQ 1: Which international, European and Italian documents deal with well-being in terms of definition, interpretation and use?

RQ 2: Which indicators are used to measure the dimensions of well-being?

34 documenti: ESS (1), Gallup (1), ISTAT (1), OECD (9), UNDP (1), UE (7), UNESCO (6), United Nations (3), WEF (1), WHO (2), World Bank (2)

Tipologia di documento: salute, sociale, lavoro, educazione
Tipologia di well-being: Well-being Generale, Well-being Lavorativo, Teacher well-being (TWB)

Well-being: costruito complesso e multidimensionale, che comprende diverse dimensioni.

- Health (mental and physical)
- Work-life balance
- Work environment
- Social relationships
- Safety
- Life/work satisfaction
- Engagement/participation
- Sense of purpose

- Subjective well-being (identity, motivation and sense of efficacy)
- Workload
- Relationships and support
- Recognition and professional autonomy
- Training and development
- Systemic well-being, not just individual



Foto: International Summer School 2024. Well-Being in the Teaching Profession: International Perspectives (Cologne, DE)

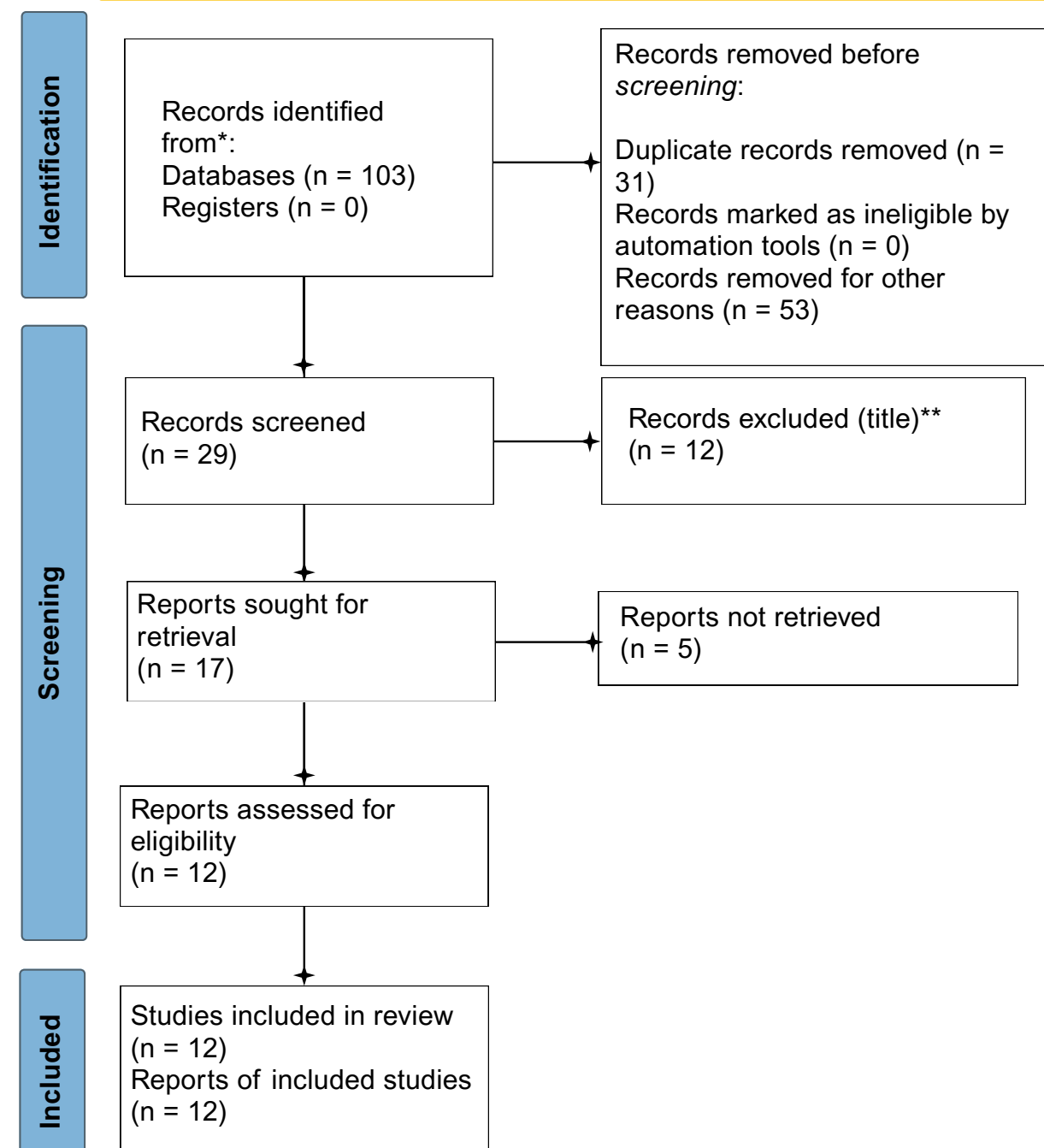
2. QUALITATIVE PHASE

The well-being of education professionals: Scoping review and Focus groups

SR 1: Well-being of education professionals (non-teaching) (June 2025)

SR 1: How is wellbeing conceptualised and studied in non-teaching education professionals?

Identification of studies via databases and registers



Results

Risk factors:

- contractual insecurity;
- excessive workloads;
- marginalisation of the role;
- dysfunctional relationships;
- lack of autonomy.

Protective factors:

- peer support;
- quality supervision;
- professional recognition;
- spaces for reflection;
- continuous training.

FOCUS GROUPS with education professionals: 1. educators (9); 2. coordinators (5) (July–September 2025)

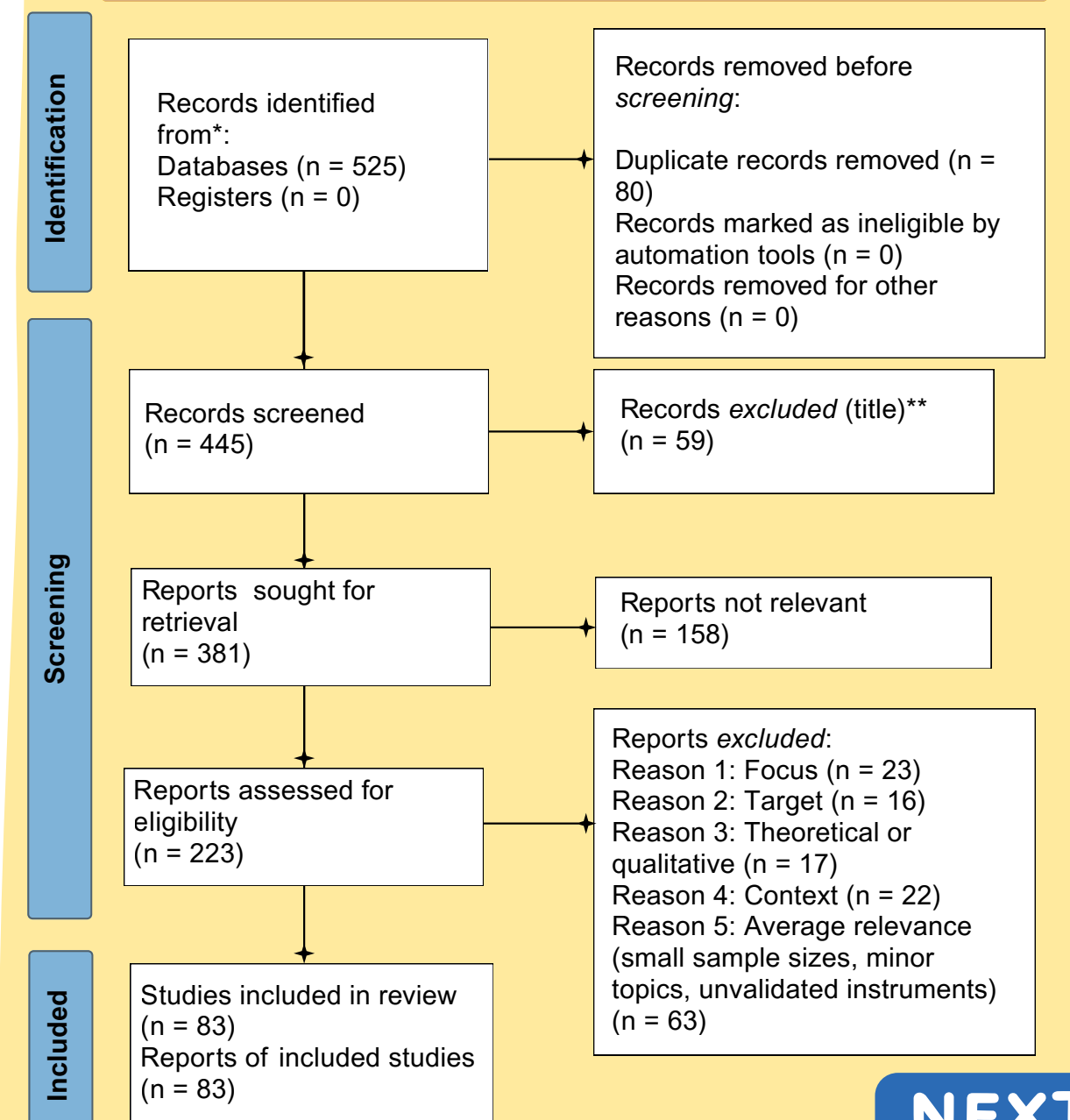
FG Q: Gather representations of well-being from education professionals

3. QUANTITATIVE PHASE Development and administration of a survey to measure the well-being of education professionals: Scoping review and Survey design

SR 2: Tools for measuring the well-being of education professionals.

SR 2: How is the well-being of teachers and educators assessed and measured?

Identification of studies via databases and registers



Results

- Adapted instruments (cross-sectional dimensions): PSS, MBI, UWES, JSS, PERMA Profiler
- Specific instruments (integrated dimensions): TSWBQ, TWB Inventory, MOST, TALIS, Teacher Burnout Scale
- Mixed instruments: questionnaires + interviews/focus groups

- Organisational context (school climate; leadership; assessment practices; professional identity)
- Professional target
- Flexible and adaptable tools
- Pedagogical value (transformative, reflective)

- Design of the survey to assess the well-being of education professionals
- Review with experts (1st review)
- Administration (2nd tool review)
- Analysis and validation

Dimension	Literature (Protection/Risk)	Focus Groups evidence
Relationship	Support ↔ Conflict	Teamwork and mutual trust are resources; lack of support and poor dialogue lead to isolation
Workload	Motivation, Manageable workload, presence of guidance ↔ Overload, lack of support	Shared meaning mitigates fatigue; poor supervision increases stress and frustration
Autonomy	Supervision ↔ Burnout	Autonomy = Promotes satisfaction ↔ Can turn into isolation if not adequately supported
Recognition	Appreciation ↔ non-recognition	Feedback; lack of feedback = discomfort
Time/Space	Quality ↔ Limits/constraints	"Quality time" is essential for relationships and balance; lack of shared spaces to work or rest

Triangulation of qualitative data (in progress)

Focus group to verify categories and dimensions (next step)

Bibliografia

- Bowen, G. A. (2009). Document Analysis as a Qualitative Research Method. *Qualitative Research Journal*, vol. 9, no. 2, pp. 27-40. DOI: 10.3316/QRJ0902027.
- Dodge, R., Daly, A. P., Huyton, J., & Sanders, L. D. (2012). The challenge of defining wellbeing. *International Journal of Wellbeing*, 2(3), 222-235.
- European Union (2020). *Council conclusions on European teachers and trainers for the future*. (2020/C 193/04). Gazzetta ufficiale dell'Unione europea. https://eur-lex.europa.eu/legal-content/IT/TXT/PDF/?uri=uriserv:OJ.C_.2020.193.01.0011.01.ITA
- Gabola, P. & Iannaccone, A. (2015). Elementi contestuali nella costruzione del benessere degli insegnanti in due casi studio italiani. In: *Schweizerische Zeitschrift für Bildungswissenschaften*, 37 1, S. 149-166 - DOI: 10.25656/01:12170
- Maslach, C. & Leiter, M. P. (2000). *Burnout e organizzazione. Modificare i fattori strutturali della demotivazione al lavoro. Guida / psicologia*. Erikson.
- Page, M. J., McKenzie, J. E., Bossuyt, P. M., Boutron, I., Hoffmann, T. C., Mulrow, C. D., Shamseer, L., Tetzlaff, J. M., Akl, E. A., Brennan, S. E., Chou, R., Glanville, J., Grimshaw, J. M., Hróbjartsson, A., Lalu, M. M., Li, T., Loder, E. W., Mayo-Wilson, E., McDonald, S., McGuinness, L. A., ... Moher, D. (2021). The PRISMA 2020 statement: an updated guideline for reporting systematic reviews. *BMJ (Clinical research ed.)*, 372, n71. <https://doi.org/10.1136/bmj.n71>
- Tricco, A. C., Lillie, E., Zarin, W., O'Brien, K. K., Colquhoun, H., Levac, D., Moher, D., Peters, M. D. J., Horsley, T., Weeks, L., Hempel, S., Akl, E. A., Chang, C., McGowan, J., Stewart, L., Hartling, L., Aldcroft, A., Wilson, M. G., Garrity, C., Lewin, S., ... Straus, S. E. (2018). PRISMA Extension for Scoping Reviews (PRISMA-ScR): Checklist and Explanation. *Annals of internal medicine*, 169(7), 467-473. <https://doi.org/10.7326/M18-0850>
- UNESCO. (2023). *Global report on teachers: addressing teacher shortages*. Highlights. International Task Force on Teachers for Education 2030. <https://unesdoc.unesco.org/ark:/48223/pf0000387400>
- Viac, C. & Fraser, P. (2020). *Teachers' well-being: A framework for data collection and analysis*. Education Working Papers, No. 213. OECD Publishing, Paris. <https://doi.org/10.1787/c36fc9d3-en>



Research with conscience. Ethics as the foundation of knowledge.
10-12th December 2025

**FOR
LIL
PSI**
EVENTI