

Received: 13.06.2024
Revised: 19.11.2024
Accepted: 12.20.2024
Published: 26.07.2024

Conceptual and Applied Changes in the Approach to Well-being at School- Systematic Literature Review

Katalin BORBÁTH*, Attila Czabaji HORVÁTH**

Abstract

This paper attempted to outline the interdisciplinary and broad path of well-being until it became a goal in the Learning Compass. The work paid special attention to positive psychology because they agreed that its insights need to be translated into positive pedagogy for the well-being of learners. So, it offers a collection and comparison of the main well-being concepts from different disciplines connected to the learning environment's psychological pedagogical, social, and economic aspects, using the systematic literature review as methodology. The paper also focuses on examples of studies of the concept of well-being, narrowing step by step to the psychological, especially the social and the subjective well-being concepts. It is proven that student well-being is closely linked to the well-being of teachers, and therefore supporting the /subjective/psychological, and professional/ well-being of teachers is essential for the quality learning-teaching process and for achieving the 2030 target summarized in the Learning Compass.

Keywords: dimensions of well-being, mental health models, learning compass, positive psychology, positive pedagogy

1. Introduction

In thinking about schools and education, the influence of positive psychology and - based upon the earlier -positive pedagogy is visible. This is reflected, among other things, in the increasing number of studies on well-being, both for teachers (Roffey, 2012, Kelemen & Kincses, 2015, Viac & Fraser, 2020, Borbáth & Horváth H., 2021) and for students (ISCWeB, HBSC, PISA, Széll et al. 2021). The growing number of studies on the one hand is a piece of welcoming news, on the other hand, we have found, that it is difficult to find parallel traits among the well-being definitions in different disciplines. So one of the reasons we start to work comparing definitions is this broad arsenal of understandings

* Assistant Professor at the Institute of Psychology, ELTE PPK, Budapest. borbath.katalin@ppk.elte.hu

** Professor at the Institute of Education, ELTE PPK, Budapest. horvath.h.attila@ppk.elte.hu

with fewer connections. Another practical reason is, to interpret the latest OECD educational goals in Learning Compass, because the importance of the well-being aspect is reflected in the OECD's Compass for Learning (2019), a tool under the OECD's Education and Skills for the Future 2030 project. This report aims to achieve a state of well-being for learners. We assume, that the OECD's aim to reach well-being is a school for 2030 visualized as a compass based upon the economic, social science, and psychological roots. To focus on psychological concepts and models we must state they have been formed decades ago. Positive psychology has started to conceptualize well-being and it has lately a broader and more complex model that includes clinical aspects also. Together with several authors, we believe that theories of positive psychology, especially on well-being ensure a theoretical background for renewing practice in pedagogy, turning towards from black education to a white/ positive education.

The objectives of our literature review are: 1. find connections between main well-being concepts in close discipline fields, 2. point out the development of the concepts, and seek consensus. Another aim is 3. closely examine well-being definitions which are used in the field of school life, students, and teachers. In this case, we use mental health as an interpretational framework. So we will discuss the application of the models presented in schools and how they help to increase the well-being of students. We indicate the role of well-being in the recent OECD learning framework. We highlight the effect of the teacher-student relationship on well-being, as shown in the studies. We also include the presence of mental health and well-being in schools based on relevant research.

2. Methodology: Systematic literature review

2.1. Systematic literature review

The goal of our systematic literature review work was to find all the interdisciplinary concepts and research papers connected to psychological, / subjective/ complex well-being concepts in the field of education, connected to the *learning environment's psychological-pedagogical, social, and economic aspects*

We used the PRISMA 2020 concept (see the flowchart below) as a base for our systematic work (Page et. Al, 2021). In our review, we applied a simplified version of PRISMA 2020 categories because we agreed that counting and using statistical results is irrelevant to our objectives.

As a specification of our inclusion criteria, we admit that we employed academically proven platforms, such as Google Scholar, Researchgate, Elsevier, Eurostat, academic libraries, and open-access academic portals as sources for our search. We must exclude from retrieving the studies we could reach neither via academic access. We also used organization websites connected to the field such as WHO, OECD.org, and thepublichealthinsight.com. We exclude non-up-to-date studies and reports /older than 35-40 years/ too. To minimize bias, we exclude not fully academic literature via controlling literature of the studies.

Outlining the study selection process our strategy was to search for connections between disciplines by seeking relevant studies in each study's literature specification. We include studies that operated with using terms of positive psychology and applying a complex, dimensional, developmental-centered meaning to well-being definition. However, we excluded concepts and studies that are not connected in any meaning to the world of schools or do not hold a complex, developmental-centered concept. For that purpose, we also used specialized terms such as keywords / subjective psychological well-being; complex concept; learning environment; and field of schools;/ as a method for discovering connections between definitions from different fields.

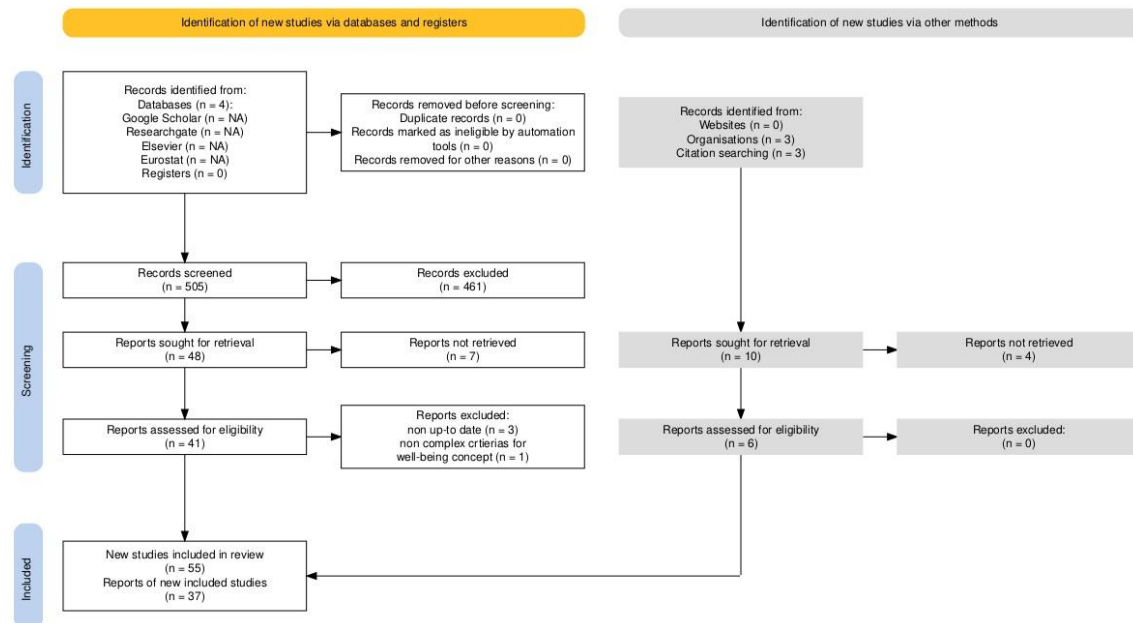


Figure 1. Flowchart of systematic literature review

3. Literature review of the development of the well-being concept

3.1. Well-being concepts

Rojas's study indicates that there is no consensus in the literature on the concept of well-being, with most definitions assuming that well-being is a multidimensional phenomenon (Rojas 2004).

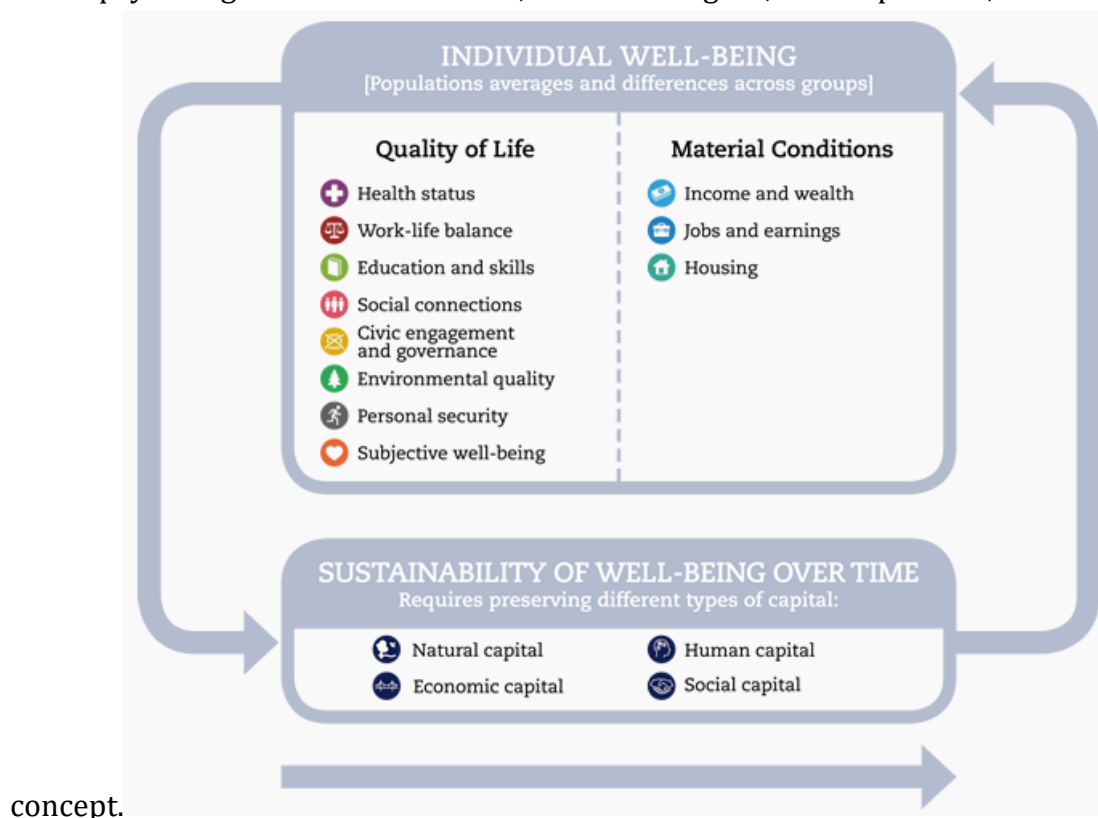
As Halbreich, 2022 'wrote, despite the recognition of the importance of well-being by the WHO, the United Nations, and other welfare there are no universal criteria for optimal or 'normal' well-being, and he pointed out that.

The obstacle to progress in definition and criteria is the Interdisciplinary complex nature of 'well-being'. He stated that augmentation is needed on the Bio-Psycho-Socio-Economic model with cultural and spiritual sensitivities, and we must also add the educational implications, which we will discuss later connected to Learning Compass 2030. Thus, we exhibit the main concepts of well-being in the background of the development of the concept. This article aims to assume the well-being concept and show the permanent development and enrichment of the concept.

Building upon Halbreich's (2022) thoughts we have found differences in the interpretation of well-being depending on whether we meant in a broader sense as the individual well-being concept of OECD uses (see Figure 1.) from the economic perspective or with a narrower perspective, in the psychological phenomenon. Also, it differs whether the focus is on men or women, young or older people, low or high income, or different educational groups, countries, or regions with different levels of development (Viac & Fraser 2020).

According to the WHO (1998) earlier well-being concept, it is defined as a state in which an individual can cope with average levels of daily stress, develop his or her abilities, and perform effectively at work and in the community. Although this definition contains psychological elements and implicitly refers to coping mechanisms talks about the state, and as such the dynamical element of the concept is missing.

A broadly used reference framework for measuring individual well-being, that is developed by the OECD, which includes 11 dimensions: objective, material living conditions, and subjective quality of life dimensions, can be considered a cornerstone of the literature, because of its broad perspective as considering objective and subjective elements also, indicating the interdisciplinary- medical, educational, and personal and social-psychological social-economic, social-ecological, social-political, -nature of the



concept.

Figure 2. The OECD conceptual framework of well-being (Durand, 2015)

www.oecd.org/wise/measuring-well-being-and-progress.html

Objective well-being is measurable and observable, while the subjective dimension can be learned from a person's account (Viac & Fraser, 2020). Although subjective well-being is more difficult to measure, researchers from the positive psychology field try to capture it by considering different aspects including personal and interpersonal traits in the context of dynamics of the interpersonal environment and inner world. In Ryff identified the elements of psychological well-being: 1. self-acceptance, 2. purpose in life, 3. autonomy, 4. positive relations with others, 5. environmental mastery, 6. personal growth. Keyes took one step forward and talked about and defined the part of the specialized well-being form: social well-being: which contains five elements 1. Social coherence, 2. Social acceptance, 3. Social actualization, 4. Social contribution 5. Social integration (Westhof, Keyes C., 2009). One of the most forward-looking concepts is the one developed by Keyes and Ryff (1995) because it identifies six of these aspects: (1) self-acceptance - a positive evaluation of oneself and one's past; (2) environmental awareness - the ability to manage one's life and the world around us effectively; (3) autonomy - a sense of self-determination and the ability to resist peer pressure; (4) positive relationships with others; (5) personal development; (6) goals in life - the belief that life has purpose and meaning and that we live for this purpose. Later Westhof and Keyes (2009) completed Keyes's and Ryff's well-being concept on the grounds of positive psychology and described *Emotional well-being* as feeling happiness and satisfaction with life, they managed to insert the elaborated positive psychological concept of happiness into the well-being definition.

So, in these terms complete mental health is the presence of emotional, psychological, and social well-being (Westhof and Keyes, 2009).

The next step in the line of refining the well-being concept is McCallum and Price's (2010). Their five-dimensional understanding of well-being also captures the concept at the level of the subject, inserting cognitive, physical, and spiritual parts next to the pre-existed social and emotional elements. The authors later emphasize that the concept of well-being interweaves personal, collective, and environmental elements that interact continuously throughout the life course. By their definition, wellbeing is what we aspire to in our lives, to which we associate positive images, while these are unique to each of us and can provide us with a sense of self and the respect that is necessary to live self (Viac & Fraser, 2020).

The previous subjective/psychological well-being concepts by Keyes and Ryff (1995) Westhof, Keyes (2009), Ryff, Mccallum, and Price (2010) have got an elaborated positive psychology frame, and become the integrated PERMA model, which goes beyond the previously described definition. It is a further elaboration of Martin Seligman's (2011) authentic theory of the joy of life. The author named five components of a life of healthy well-being, which compose a complexum (1) Positive Emotions, (2) Engagement, (3) Relationship, (4) Meaning, (5) Accomplishment. The components mutually reinforce each other to contribute to a state of well-being.

More recently, after the birth of one-dimensional well-being concepts, positive psychology scholars, Jones, You, and Furlong (2013) have investigated the co-occurrence of the main positive traits within a person and examined how they may contribute to well-being. Their concept, the covitality has three levels and is based on research. They found that components of covitality are **hope, optimism, self-efficacy, life satisfaction, happiness, and gratitude**. These research studies have shown how protective personality constructs plays a part in psychological well-being and the absence of psychopathology (Sheridan et al, 2015, Lee et al, 2016)

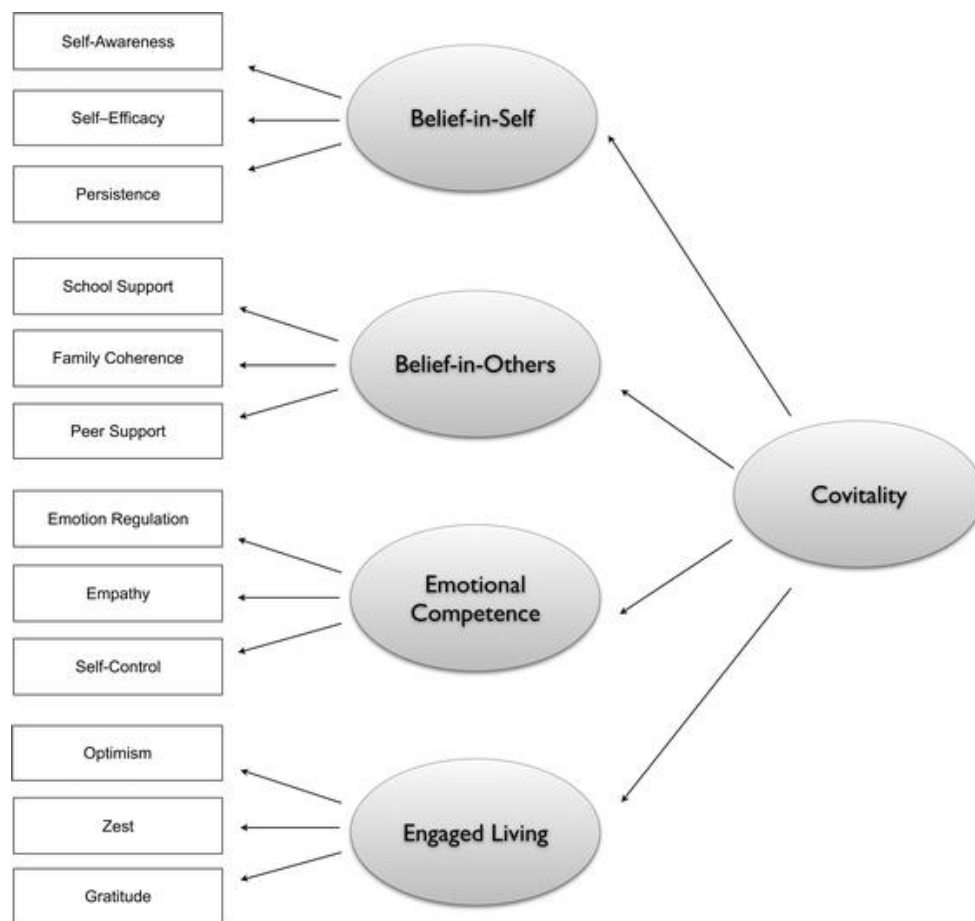


Figure 3. *Covitality model*

(Lee, You, & Furlong - Child Indicators Research, 2016)

Suldo and Schaffer (2008) went even further, while accomplishing the two-dimensional Dual-Factors model of Mental Health. We found that the newest understanding of mental health is Suldo-Schaffer's (2008) *Dual-factor* model. This model includes two dimensions: 1. one counts the level of well-being and 2. the other dimension considers the presence or absence of psychopathology (understanding it as a continuous level).

Table 1

Dual-factor Model of Mental Health (Suldo-Schaffer, 2008)

Level of Psychopathology	Level of Subjective Well-Being / SWB/	
	Low	Average to High
Low	II. Vulnerable	I. Complete mental health
High	IV. Troubled	II. Symptomatic but Content

While Keyes (2005) describes *Two-continua* model in the construct after he found in his research, that not all persons thriving who live without mental illness, and not all people can thrive even if struggle with some kind of mental issue.

This concept explains that mental health obtains two different but connected constructs: 1., symptoms of distress, 2., subjective well-being, and or social-emotional strengths (Scheridan and al. 2015).

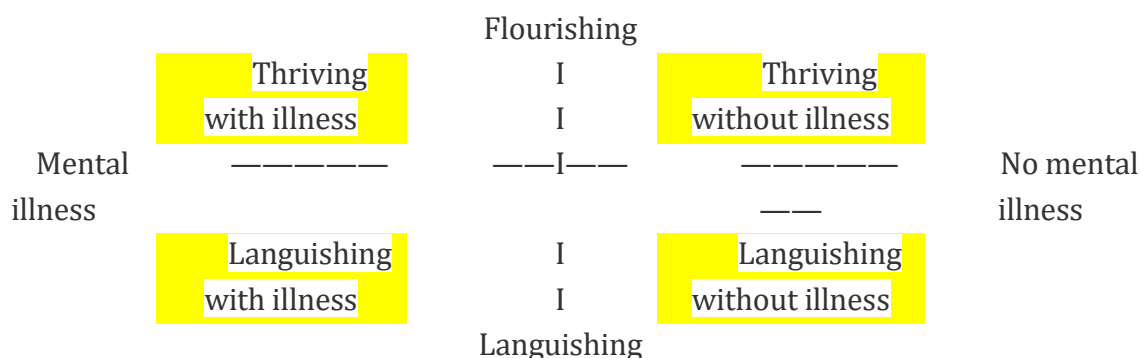


Figure 4 Keyes’s *Two-continua Model on Mental Health* (Borgaonkar, 2023)

The new approach in Keyes's model is that in the well-being concept is defined on a continuum, such as the flourishing and languishing continuum. Applying this concept Keyes managed to harmonize his concept the positive psychology, and the clinical approach. “Flourishing” means “a state where individuals have got a high level of subjective well-being with an optimal level of psychological and social functioning” (Westerhof & Keyes,2010) On the other “languishing” part means “the opposite: apathy, sense of restlessness /feeling unsettled/ overall lack of interest in hedonic part of life. Mental illness – which is a proper clinical diagnosis, based on a series of specific symptoms – is in contrast terms of ‘flourishing and languishing’ which are a fluid series of emotions (Borgaonkar, 2023).

To prove the rich meaning of well-being, -such as an umbrella concept-: the term Social-emotional strengths is more likely used by educational researchers. These have been defined in different ways:1. Epstein and Sharma, (1998) described them as competencies, social-emotional skills, and characteristics for the sake of dealing with adversity and stress. 2. Scales (1999) wrote about internal (positive values and coping skills) and external assets (positive relationships and community support) (Moore et al, 2015).

To go further in definitions, it is essential to make clear where the difference between mental health and the forms of well-being. Halbreich, 2021 cites 'The World Health Organization's (WHO, 2005, 2014) definition, which says health is a state of complete physical, mental and social well-being'. *Mental health is a state of well-being in which every individual realizes his or her potential, can cope with the normal stresses of life, can work productively and fruitfully, and can contribute to the community'* (Halbreich, 2022 cited: WHO, 2022, <https://www.who.int/news-room/fact-sheets/detail/mental-health-strengthening-our-response>)

Employing the broader meaning of mental health / Two-continua/ those who meet low risk or distress and indicate higher subjective well-being/ and or strengths will be described as having a complete mental health (Moore et al, 2015). We suggest using *the Two-continua* and *Dual-factor model* concepts because they are synthesized from earlier concepts for mental health, therefore these models are more complex and have richer meanings.

3.2 Applying the well-being concept for school screening and increasing students' well-being

To address the challenge nowadays facing the whole education system, it is worth reviewing the interpretations and dimensions of well-being. How they can be brought into the dialogue about the mental illness and the well-being sides, and how research findings can be used to provide a rich and accurate understanding of the concept so that it can be made more operational in everyday activities?

First of all, the main benefit can be for schools to form the well-being concepts to apply them for screening.

A row of research (Antaramian and al, 2010, Suldo and Shaffer, 2008, Renshaw and Cohen, 2014) supported the *Two-continua* model finding higher levels of student engagement, academic achievement, social functioning, and physical health (Moore and al, 2015).

Furlong recommended screening the complete mental health using *the Two-continua model* as choosing for school mental health screening both problem-focused and strength-focused measurement tools based on self-report (Moore and al, 2015).

The limitations of the positive psychology-based self-report screenings are the close correlation between self-deception and positive psychology variables. Sheridan and al

(2015) report that those persons who score higher on self-deception level also score higher on positive traits of covitality (Sheridan, 2015).

We have found a measurement variation, which can be used as a reflection of the limitation we mentioned above: Stone and Krueger described the three types of the measurement of subjective well-being: 1. *Evaluative* measure- individuals evaluate their life on a 10-grader Likert scale 2. *Experiential well-being* is the measurement of feelings, emotions, and states (happiness, stress, etc.) The examination also happens via Likert scales, and it should be taken in real time. The authors pointed out a row of hardships for the examination of the 3 types (including systematic bias, etc.) and one of them is a need to examine especially experimental well-being in real-time to collect more valid results. 3. Examining *eudaimonia* means measuring individuals think whether their life is meaningful and have got a purpose. We used for examining eudaimonia is the Likert scale as a tool (Stone, Krueger, 2018).

The concept of the PISA 2022 examination is seemingly a complex measurement. On one hand, we state, that it is based upon the two-continua model because it measures signs of distress (mathematic anxiety, etc) and also internal (confidence in the capacity of self-directed learning, life satisfaction) and external assets (measures schools' climate whether it supports students' well-being (students' sense of belonging to the school, teacher support, family support, teacher-family cooperation, etc.), school safety risk, and also measures isolation index. The study has found that students who reportedly felt safer at school also reported performing better and having a greater sense of well-being (PISA, 2022). On the other hand, the PISA survey also examined no psychological background issues connected to the OECD definition of individual well-being (OECD 2011, Durand, 2015), such as gender differences, socioeconomic background, immigration status, study workload issues, personal security perception connected to bullying, social connections via isolation index.

3.3 Research Examining the Connection between teachers and students and its Effects on well-being.

Recently researchers pointed out, that childhood is a critical period for subjective well-being later, in adulthood. Research has shown that emotional health in childhood is a good indicator of subjective well-being as an adult, above cognitive skills. But facts tell that childhood emotional health and subjective well-being are correlated to many factors of family background (structure, finances, quality of parents' relationship, moves,). There are results that some children are more resilient according to detrimental circumstances and events than others (Stone, Krueger, 2018).

Keyes (2010) Two-continua model and the Dual-factor model (Suldo-Schaffer 2008) can explain the occurrence of a phenomenon like resilience. In the first model the third quadrant: of Symptomatic but Content, and in the second model Thriving with Illness contains individuals, who have a good state of subjective well-being, despite inner

struggles. Which easily can mean that they show a kind of resilient behaviour. (The connection between resilience and the two models should be examined.)

In the world of schools, we are increasingly seeing research on student and teacher well-being, and the connection of the two states. In a representative survey, Briner and Dewberry (2007) looked at the well-being of staff in primary and secondary schools. The survey found a strong positive association between staff well-being and student outcomes. They also showed that teacher well-being has an impact on student outcomes. According to Martin & Dowson (2009), positive relationships with key stakeholders are crucial for young people to function effectively in social, emotional, and academic domains. Attila Oláh's (2012) study on the optimal school workload of students emphasizes the role of the teacher, who has to adjust the requirements and the level of workload to bring students into a state of sustained flow because he knows the strengths of children, along which they can meet the expectations and have the optimal experience.

Zsolnai A., and Szabó L., emphasized by examining the student-teacher relationship, that secure attachment between them goes hand in hand firmly with students' better social competence, self-regulation, well-being, and school achievement. They also underlined the fact, that teachers' reactions to problems communicated by students affect students' behaviour and well-being (Zsolnai, Szabó L., 2020)

The results of Bhushan's (2012) study suggest that the psychological well-being of children in institutional education depends on the personality of the teachers who interact with them on a daily and weekly basis. Bhushan found teachers' mental health, which can be equated with well-being as defined by the WHO, to be a major factor in the personality development of both boys and girls. The two research above also support the need to be aware and pay special attention to teachers' well-being, not to forget the impact they make on students' behaviour and mental health (Borbáth & Horváth H. 2012, Borbáth & Horváth H. 2021).

3.4 Research Examining mental health and well-being at school.

Seibt and colleagues (2013), examining the mental health of female teachers, conclude that factors such as energy invested and rate of return, physical complaints, and personal factors already have a significant impact on the mental health of female teachers. These data also confirm that there is an overlap between the concepts of mental health and (psychological) well-being. Roffey (2012) concludes from her research on teachers' psychological well-being that supporting teachers' psychological well-being is an activity that can contribute to the proper quality performance of the teaching profession. In their study, Nagy and Gyurkovics (2016) found that the level of well-being is closely related to optimism.

Salehinezhad (2012) draws attention to the fact that mental health and well-being are closely linked to personality. Well-being is an important component of job satisfaction and engagement because inadequate well-being can lead to dissatisfaction and even to

leaving a job or career (Singh & Billingsley 1996). In the case of teachers, burnout is often found to be the underlying cause of job or career abandonment, even in early-career teachers (Goddard & O'Brien 2006). Réthyné (2016) explains the link between teachers' satisfaction, emotional balance, and readiness to experience well-being, and the effectiveness of their teaching, which also includes providing their students with an emotional education oriented to their individual needs.

Eckleberry-Hunt, Kirkpatrick, and Barbera (2018) found in their physicians' and physicians-on-training's well-being research that the complex concept of burnout measurement has got some validity challenges. In conclusion, they recommend examining well-being from the positive psychology perspective.

Van Horn et al. (2004) defined teachers' teaching well-being refers to teachers' subjective psychological experience of all aspects of their profession, such as positive evaluation of career motivation, work achievement, interpersonal relationships, and physical health (Van Horn et al., 2004).

Several research studies have been published recently on teachers' well-being, which are related to many factors. It can be connected to workplace well-being, meaning satisfaction with issues connected to workplace environment, and career development, leadership. Researchers consider job stress and job burnout. The teachers' well-being model emphasized work, - organization-, and students' behaviour-pressure. According to studies, all these factors can have an impact on teachers' well-being (Wang, 2022).

Borbath (2019) focused on active female teachers' mental health and examined the issue of both mental illness and items connected to subjective well-being. On one hand from the burnout levels and the other hand: from the positive psychology angle-measuring elements of covitality, such as optimism/pessimism.

Borbáth's (2021) study described, that the teachers' harmonious relationships with students and parents provide better mental health and have found that the presence of pessimism is stronger in the case of a reality-centered attitude. The main statement of the study is that the flowability concept contains dispositional elements and complex capabilities and is one of the potential key measurement items of the refined level of professional personality and mental health (Borbáth, 2021). One of the main limitations of this study is that next to valid tests the items of screening measurement of professional personality are under validation.

The study declares that the elaboration of the female teachers' professional personalities is a strong connection with the conscious protection of mental health and psychological well-being (Borbáth, 2021).

3.5 Learning Compass as a learning framework connected to well-being- Well-being in Learning Compass 2030 – a main goal in the newest OECD.

With Seligman et al (2009), positive psychology has arrived at school as positive pedagogy defined the program as education for traditional skills and education for

happiness (Seligman, 2009). Ladnai and Szerencsés (2019) said, that converting the knowledge of positive psychology into positive pedagogy is necessary for the sake of students' well-being.

O'Brien (2013, 2016) stepped one step further, she talks about sustainable happiness and well-being which can be taught but for that, the school system should be changed and trained also. At this point, the vision of the Learning Compass 2030 by OECD has been created and called students and teachers in active roles for a renewing school, for sustainable education which has its main goals such as happiness, well-being, and environment for the 21st century. Learning Compass 2030 gave an even more pragmatic attempt and concludes the main characteristics via which students can play an active role in their future we can connect it with the sustainable education theory.

Educational experts from several OECD nations – but Hughson's (2024) critically said that they do not equally represent the experts of the Global South among the experts compared to the Global North -created a learning framework, and they indicated it as an achievable goal based on mental health and well-being research. The OECD's Compass for Learning 2030 provides a completely new approach to school learning in a meaning that setting well-being (emotional, physical, and social) as its goal. The authors argue that adapting to the unknown conditions of the complex and uncertain world of the future requires transformative competencies, the development and operation of which lead to well-being (Borbáth and Horváth H., 2021). They attribute a significant function to teachers in the process of active learning, based on international education policy studies, and at the same time indicate the changes that are needed in the role of teachers (Borbáth and Horváth H., 2021).

In this interpretation, well-being is a dynamic state: investing in skills development in the present increases the chances of high levels of well-being in the future.

The concept of learning Compass (2019) gives a prominent role to transformational competencies, i.e. the ability to create new values, to resolve tensions and dilemmas, to feel and take responsibility, as a set of future skills. It underlines the importance of acquiring transformative competencies to adapt to the unknown conditions of the complex and uncertain world of the future. According to the concept, all three areas can be broken down into sub-areas, with the first emphasizing components such as curiosity, open and critical thinking, initiative and entrepreneurship, risk management, and the ability to work with others. If we look at the second area, flexibility, change of perspective and empathy, problem-solving, and conflict management should be highlighted. In the third area, responsibility, compassion and tolerance, reflective thinking, self-awareness, self-regulation, and trust are given an important role. The Learning Compass states that elaboration and development of these areas are also necessary during the school years, so that the individual can adapt goals to the current situation throughout his/her life and can revise his/her goals and even let go of previous goals if necessary. Salmela-Aro (2009) has shown in her study that these skills, which form the basis of transformative competencies, are closely related to well-being. The

results support the conclusion that challenges and demands appropriate to a particular life stage lead to well-being but are certainly related to it (Salmela-Aro, 2009).

The vision of Learning Compass has recently undergone scientific arguments and examinations, and it has shown its limited sides also. Japan researchers (Hayashi et al.2019) examined transformative competencies by analyzing extracurricular school activities on video records. They have found that one of the transformative competencies, namely *Reconciling tensions and dilemmas is a less valid item because there are strong similarities between them. This term needs further specification* (Kern and Wehmeyer ed., 2021, 788p; [Masami c Masami Hayashi](#), 2019)

Hughson's (2024) study pointed out that the OECD as an organization has a strong neoliberal background and is rooted in the global North. Previously, an article by Hughson & Wood (2020) also criticized the learning compass approach, which in their formulation is ecological and leaves education to serve the economy.

4. Conclusions

In conclusion, the main statement is that the well-being concept is an umbrella term, and there are some differences in the usage in various academic areas, which indicates that there is no consensus on the issue. However, it can be stated that subjective well-being as a concept is understandable, as a dimension of mental health.

On the other hand, mental health is approachable, and should be approached from more angles: the clinical side as a burnout issue, and as a positive psychological point of view. Even not just from the covitality perspective, but from broad perspectives, from the angle of resilience, persistence, and self-efficacy. Also, there is a lot of potential to examine well-being as a developing skill, as the Learning Compass 2030 suggests.

Also, the PISA examination uses it as a fundamental element as talking on well-being to examine group dynamics in schools such as school attachment and belonging, and the school climate and bullying issues.

The usability of the above-described well-being concepts is conceptualized in The Compass for Learning, which has exhibited itself as a completely new approach to learning in schools via having the goal of actively achieving well-being for students and teachers. The document understands the student as a student agency, who through initiative, action, and responsibility is willing and able to have a positive impact on his/her life and the world around him/her. In doing so, he or she interacts not only with teachers but also with peers, parents, and communities. Learning is thus a broadly understood activity that goes beyond schooling and in which informal sides also play an important role (Horváth H., 2019). We understand learning based upon Learning Compass 2030 as a positive pedagogically based process that needs permanently developing -transformative- skills partly for the sake of thriving and being equipped for coping with the occurrence of mental illness. In this function, he or she is in contact with

a wide range of actors, but teachers have a major role to play in developing a process of active and responsible learning (Furlong, 2008).

The well-being of both sides of the learning-teaching process - teacher and pupil - is essential, and as Borbath's (2019) study has shown, the mental health of female teachers, with the well-developed professional personality of the teacher is essential.

We know from several studies that the role of the teacher in the school world is crucial, and the main factor influencing the effectiveness of education, including the development of transformative competencies, which shows the quality of the teacher's work (McKinsey, 2007). As studies (Bhushan, 2012, Zsolnai, Szabó, 2020, Wang, 2022) explained that teachers' and students' emotional states are closely linked, it is easily understandable, -as the study described above has shown- that the teacher's mental health is one of the keys to the well-being of the two agents of the learning-teaching process. Thus, we state that teachers' and students' active and conscious role in shaping their well-being is essential for the sake of mentally also healthy, positive schooling in the 21st century.

The limitations of our study are the following: due to limited access, we were only able to include a restricted range of relevant studies in our literature review.. Also, we decided the main field connected to well-being in school according to the priorities of the school system in Hungary, may some areas remain unmentioned. In the future, it is worth conducting the study using content analysis software on a large database to get a more accurate picture of the area that we have been studying.

As some practical recommendations for schools we suggest, that Schools should look at how they can create a mutually reinforcing sense of well-being for pupils and teachers, as this is what makes school work feel good, as well as being effective and efficient.

Furthermore, we conclude as a part of the theoretic implication that as a main finding in our study, the uniqueness of the interpretation of the concept of well-being in the Learning Compass. The main characteristics of this definition is a dynamic state: while investing in skills development in the present increases the chances of high levels of well-being in the future. This approach enriches the existing well-being concepts with an extra point of view in the personal development field. This view fits in the school field perfectly.

Acknowledgment

There is not any actual or potential conflict of interest or the lack thereof in this study.

References

- Bhushan, N. (2012). Work-Family Policy in the United States. *Cornell Journal of Law and Public Policy*, 21 (3), 677–696.
- Borgaonkar, C. (2023). The Mental Health Continuum: Flourishing, Languishing, and Everything in Between, 31/7/2023 <https://thepublichealthinsight.com/the-mental-health-continuum-flourishing-languishing-and-everything-in-between/> retrieved 31.12.2023/
- Borbáth, K. (2019). Pedagógusnők tükrében: komplex fókuszú mentálhigiénés állapotfelmérés, *Katolikus Pedagógia: Katolikus Pedagógiai tanszéki Folyóirat/ Nemzetközi Neveléstudományi szakfolyóirat*, 8. 1-2. p 24-48

- Borbáth, K. & Horváth H. A. (2012). Pedagógusnők – női szerepválságban? *Új Pedagógiai Szemle*, 62(11-12), 3–8.
- Borbáth, K. & Horváth, H. A. (2021). A tanulói jóllét és a pedagógus/nő/foglalkozási és pszichológiai jóllétének kapcsolódásai. *Neveléstudomány* 9 (3), 104–114.
<https://doi.org/10.21549/NTNY.34.2021.3.6>
- Borbáth, K. (2021). Research on Hungarian Female Teachers' MentalHygiene State with Special Regard to the Development of their professional and Female Identity *International Journal of Advanced Studies in Sexology* 3 (2), 50-55. DOI: 10.46388/ijass.2021.13.49
- Borbáth, K. (2022). Female Teachers' Mental Hygiene state with Special Regard to the Development of their Professional and Female Identity. *Resume of the doctoral [Ph.D.] thesis Katalin Borbáth*, University of Sciences Pécs Doctoral School of Education and Society.
- Briner & Dewberry (2007). *Staff Wellbeing is Key to Success*. Department of Organizational Psychology Birkbeck College, University of London,
- Eckleberry-Hunt, J., Kirkpatrick, H., & Barbera, T. (2018). The problems with burnout research. *Academic Medicine*, 93(3), 367-370. doi: 10.1097/ACM.0000000000001890
- Csikszentmihalyi, M. (1991). Flow: the psychology of optimal experience: steps toward enhancing the quality of life. *Des. Issues* 8.
- Eurostat (2018). *Eurostat Regional Yearbook*. Luxembourg: Publications Office of EU.
doi:10.2785/231975
- Durand, M. (2015). The OECD Better Life Initiative: How is life? And the measurement of well-being, Review on Income and Wealth, 61 (1) 4-17 www.oecd.org/wise/measuring-well-being-and-progress.html <https://doi.org/10.1111/roiw.12156>
- Furlong, J. (2008). Making teaching a 21st century profession: Tony Blair's big prize. *Oxford Review of Education*, 34(6), 727–739. <https://doi.org/10.1080/03054980802518979>
- Halbreich, U. (2022): [Well-being: Diversified perspectives in search of operational definitions](#), *International Journal of Social Psychiatry*, 68 (4) DOI: 10.1177/00207640211036176
- Horváth, H. A. (2019). A possible model for the interpretation of informal learning. *Pedagogia Oggi*, 17(2) 28–48.
- Hughson, T. A. (2024). The OECD and epistemic (de) colonisation: Globalising visions for knowledge in the Learning Compass 2030. *Compare: A Journal of Comparative and International Education*, 54(1), 74-90. <https://doi.org/10.1080/03057925.2022.2078955>
- Hughson, T. A., & Wood, B. E. (2020). The OECD Learning Compass 2030 and the future of disciplinary learning: a Bernsteinian critique. *Journal of Education Policy*, 1-21.
doi:10.1080/02680939.2020.1865573
- Kelemen, R. & Kincses, Á. (2015). A jóllét magyarországi indikátorrendszerének elméleti alapjai. *Gazdálkodás*, 59 (3), 220–235. DOI: 10.22004/ag.econ.225549
- Kern, M.L. & Wehmeyer, M.L. (eds., 2021). *The Palgrave Handbook of Positive Education*, Springer International Publishing, Canada, pages 788 <https://doi.org/10.1007/978-3-030-64537-3>
- Keyes, C. & C. Ryff (1995). "The Structure of Psychological Well-Being Revisited", *Journal of Personality and Social Psychology*, 69 (4), 719–727. DOI: [10.1037//0022-3514.69.4.719](https://doi.org/10.1037//0022-3514.69.4.719)
- Ladnai, A. & Szerencses, A., (2019). "Let us dream of positive pedagogy!." *Hungarian Educational Research Journal* 9 (3), 527-538. <https://doi.org/10.1556/063.9.2019.3.43>
- Learning Compass 2030 Concept Note (2019) Retrieved 06. 25. 2022. from <https://www.oecd.org/education/2030-project/teaching-and-learning/learning/>
- S Lee, S You & M J Furlong- Child Indicators Research, (2016): [Validation of the social-emotional health survey–secondary for Korean students](#) DOI: 10.1007/s12187-014-9294-y
- Martin, A. & Dowson, M. (2009). Interpersonal Relationships, Motivation, Engagement, and Achievement: Yields for Theory, Current Issues, and Educational Practise. *Review of Educational Research*, 79 (1), 327–365. <https://doi.org/10.3102/0034654308325583>
- [Masami c Masami Hayashi, Shinkichi Sugimori, Azusa Fuse, Xiaoyu Yuan & Yasuko Shimojima](#) (2019). Transformative Competencies to be Nurtured in Japanese Elementary School Classroom Activities Analysis by the OECD Learning Compass 2030 *The Journal of Engaged Pedagogy*, 18 (1), 105-118.
- McCallum, F. & Price, D. (2010). "Well teachers, well students". *The Journal of Student Wellbeing*, 4 (1), 19–34. Retrieved 06. 10. 2022. from <http://dx.doi.org/10.21913/jsw.v4i1.599>
- McKinsey & Co. (2007). [How the world's best-performing school systems come out on top](#). McKinsey & Company.

- Moore, S. A., Widales-Benitez, O., Carnazzo, K. W., Kim, E. K., Moffa, K., & Dowdy, E. (2015). Conducting universal complete mental health screening via student self-report. *Contemporary School Psychology*, 19(4), 253–267. <https://doi.org/10.1007/s40688-015-0062-x>
- O'Brien, C. (2016). *Education for sustainable happiness and well-being*, New York, Routledge. <https://doi.org/10.4324/9781315630946>
- O'Brien, C. (2013). Who is Teaching Us about Sustainable Happiness and Well-being? *Health, Culture and Society*, 5(1). <http://dx.doi.org/10.4236/psych.2013.512A177>
- Oláh, A. (Ed.) (2012). *A pozitív pszichológia világa*. Budapest: Akadémia Kiadó.
- Page, M. J., McKenzie, J. E., Bossuyt, P. M., Boutron, I., Hoffmann, T. C., Mulrow, C. D., et al. (2021). The PRISMA 2020 statement: An updated guideline for reporting systematic reviews. *PLOS Medicine*, 18(3), e1003583. <https://doi.org/10.1371/journal.pmed.1003583>
- Peterson, C. (2000). The future of optimism. *American Psychologist*, 55 (1), 44–55. <https://doi.org/10.1037/0003-066X.55.1.44>
- Pikó, B. (2005). *Lelki egészség a modern társadalomban*. Budapest: Akadémiai Kiadó. <https://doi.org/10.1556/9789634544623>
- Pikó, B. (Ed.) (2010). *Védőfaktorok nyomában. A káros szenvedélyek megelőzése és egészségfejlesztés serdülőkorban*. Budapest: L'Harmattan Kiadó.
- Réthy, Ené. (2016). Miért fontos a tanárok kiegyensúlyozott érzelmi élete, elégedettsége, jólléte? *Iskolakultúra*, 26 (2), 88–99.
- Roffey, S. (2012). Pupil wellbeing - teacher wellbeing: two sides of the same coin? *Educational And Child Psychology*, 29(4), 8-17.
- Rojas, M. (2004). *Well-being and the Complexity of Poverty: A Subjective Well-being Approach*, WIDER Research Paper 2004/29, UNU-WIDER, Helsinki
- Salehinezhad, M. A. (2012). Personality and Mental Health. In V. Olisah (Ed.) *Essential Notes in Psychiatry* (461–494). IntechOpen. DOI: 10.5772/37933
- Salmela-Aro (2009). Personal goals and well-being during critical life transitions: The four C's — Channelling, choice, co-agency, and compensation. *Advances in Life Course Research*, 14 (1-2), 63–73. DOI [10.1016/j.alcr.2009.03.003](https://doi.org/10.1016/j.alcr.2009.03.003)
- Sheridan, Boman, P., Mergler, A., & Furlong, M., J. (2015). Examining well-being, anxiety, and self-deception in university students. *Cogent Psychology*, 2 (1), 993850. DOI: 10.1080/23311908.2014.993850
- Suldo, S.M. Doll, B., (2020). Conceptualizing Youth Mental Health Through a Dual-Factor Model chapter, in: Lazarus P.J., Suldo,S.M. & Dool,B. (eds., 2020). Fostering the Emotional Well-Being of our Youth: A School-Based Approach, Oxford University. <https://doi.org/10.1093/med-psych/9780190918873.001.0001>
- Stone, A., A., Krueger, A., B., (2018): Understanding Subjective Well-being Chapter.7. in. Stiglitz, J, E., Fitoussi, J.-P. Durand, M. (eds., 2018). For Good Measure: Advancing Research on Well-being Metrics Beyond GDP. OECD Publishing.
- Seligman, M. (2011). PERMA and the building blocks of well-being. *The Journal of Positive Psychology*, 13 (4), 333–335. <https://doi.org/10.1080/17439760.2018.1437466>
- Széll, K., Szabó, L., & Róbert P., (2021). Három nemzetközi kutatás tanulói jóllét-konceptiójának összevetése. *Neveléstudomány*, 9 (2), 67–95. DOI: 10.21549/NTNY.33.2021.2.4
- Van Horn, J. E., Taris, T. W., Schaufeli, W. B., and Schreurs, P. J. G. (2004). The structure of occupational well-being: a study among Dutch teachers. *J. Occup. Organ. Psychol.* 77, 365–375. doi: 10.1348/0963179041752718
- Viac, C., & Fraser, P. (2020). *Teachers' well-being: a framework for data collection and analysis*. OECD. Education Working Paper No. 213 (OECD) EDU/WKP(2020)1
- World Health Organization (1998). WHOQOL and Spirituality, Religiousness and Personal Beliefs. WHO. Retrieved 04. 15. 2022. from <https://apps.who.int/iris/handle/10665/70897>
- Wang, X., (2022) |The relationship between flow experience and teaching well-being of university music teachers: The sequential mediating effect of work passion and work engagement, *Educational Psychology*, Volume 13 989386. Published online 2022 Sep 26., retrieved 01 01 2024. <https://doi.org/10.3389/fpsyg.2022.989386>
- Zsolnai, A., Szabó, L. (2020). Attachment-aware schools and teachers. *Pastoral Care in Education*, 1–17. doi:10.1080/02643944.2020.1827284