

# **Personal and Professional Well-Being of Kindergarten Teachers – A Systematic Literature Review**

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# Personal and Professional Well-Being of Kindergarten Teachers – A Systematic Literature Review

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## Abstract

### Keywords:

personal well-being; professional well-being; kindergarten teachers; preschool education; systematic review

Research has shown that early childhood education can have a positive impact on individual career development and can reduce social problems, emphasizing the importance of investing in quality education for young children. Kindergarten teachers play a critical role in building a high-quality education. To achieve that, kindergarten teachers perform an increasing diversity of tasks, which can significantly affect their motivation to teach and their professional and personal well-being. Despite the assumed importance of the personal and professional well-being of kindergarten teachers, previous studies have focused on the school atmosphere and their mental health. The objective of this study is to evaluate the current state of research-informed knowledge regarding the well-being of kindergarten teachers. The methodological approach consists of a systematic literature review of the well-being dimensions of kindergarten teachers that can be found in the literature and the instruments that are most frequently used to assess the identified dimensions. The findings of this systematic review can have significant value in designing intervention programs aiming to foster the personal and professional well-being of kindergarten teachers.

## Zusammenfassung

### Schlüsselworte:

persönliches Wohlbefinden; berufliches Wohlbefinden; Kindergartenlehrer; Vorschulbildung, systematische Analyse.

Forschungen haben gezeigt, dass frühkindliche Bildung einen positiven Einfluss auf die individuelle Berufsentwicklung haben und soziale Probleme reduzieren kann. Dadurch wird die Bedeutung von Investitionen in eine hochwertige Bildung für Kinder im frühkindlichen Alter hervorgehoben. Kindergartenlehrer spielen eine entscheidende Rolle bei der Schaffung hochwertiger Bildung. Um dieses Ziel zu erreichen, erfüllen Kindergartenlehrer eine zunehmende Vielfalt an Aufgaben, die ihre Motivation zum Unterrichten und ihr berufliches und persönliches Wohlbefinden erheblich beeinflussen können. Trotz der angenommenen Bedeutung des persönlichen und beruflichen Wohlbefindens von Kindergartenlehrern konzentrierten sich frühere Studien auf das Schulklima und ihre psychische Gesundheit. Das Ziel dieser Studie besteht darin, den aktuellen Stand des forschungsbasierten Wissens über das Wohlbefinden von Kindergartenlehrern zu bewerten. Der methodische Ansatz umfasst eine systematische Literaturanalyse über die Dimensionen des Wohlbefindens von Kindergartenlehrern, die in der Literatur zu finden sind, sowie die am häufigsten verwendeten Instrumente zur Bewertung der identifizierten Dimensionen. Die Ergebnisse dieser systematischen Analyse können einen bedeutenden Beitrag bei der Gestaltung von Interventionsprogrammen leisten, die darauf abzielen, das persönliche und berufliche Wohlbefinden von Kindergartenlehrern zu fördern.

## 1. Introduction

Early childhood education refers to educational programs and activities designed for children from birth to age eight. This period is considered critical for the cognitive, social, emotional, and physical development of the children, making high-quality early childhood education essential for future success (Sandilos et al., 2020). Early childhood education systems in different parts of the world vary in organizational structure, funding, government policy, and curriculum. In some countries, the early childhood education is less regulated and controlled (Royer &

Moreau, 2016). Therefore, making an international comparison in this area is not an easy task. These ways the childhood education system is organized can impact the skills and performance of early childhood educators in various countries (Fináncz et al., 2020).

### 1.1. Personal well-being of kindergarten teachers

Personal well-being in preschool education refers to kindergarten teachers' emotional and psychological states, including aspects such as the stress levels, job satisfaction and the emotional exhaustion. Personal



well-being of teachers is considered critical in determining the quality of education provided to young children (Wong & Zhang, 2014), i.e., teachers are less likely to provide high-quality teaching or form positive relationships with their students when stressed or emotionally exhausted. By prioritizing teachers' well-being and addressing their unique challenges, one can ensure they are better equipped to provide quality instruction and support young children's social, emotional, and cognitive development.

In the educational work with the preschool age, emotional work from kindergarten teachers is also required (Cumming, 2017). Emotional work refers to the effort required to manage one's emotions and display appropriate emotions in response to specific situations (Kremenitzer & Miller, 2008). In the context of kindergarten, emotional work includes managing emotions while interacting with young children, their families, and various community factors.

### *1.2. Professional well-being of kindergarten teachers*

Royer & Moreau (2016) define professional well-being as the degree to which people feel satisfied with their work, experience positive emotions related to it, and feel a sense of achievement and fulfillment. Professional well-being is closely related to job satisfaction and the effectiveness of early childhood educators (Bandura, 1989). In defining professional well-being, Cumming (2017) added concepts related to the work environment, workplace relationships, and subjective emotional well-being. The term autonomy is also used in the context of the professional well-being of kindergarten teachers (Royer & Moreau, 2016).

Following changes and legislation in various countries, preschool educators' responsibilities and roles have become more diverse in recent years. They are assigned responsibility for more tasks. This can directly affect their professional well-being, their motivation to involvement in professional tasks and it can facilitate the installation of burnout (Milotay, 2004; Pete, 2016). Jennings & Greenberg (2009) found that kindergarten teachers with high levels of personal and professional well-being function optimally in terms of managing the kindergarten, meeting the emotional needs of the children, and having quality interactions.

Stability in early childhood education is essential to create continuity in learning, relationships, and teaching methods. This stability is impaired by a high

turnover of staff members exposed to stress and burnout (Holochwost et al. 2009; Whitebook & Sakai 2004). These turnover harms the children's learning processes and the personal and professional well-being of the kindergarten teachers (Baumgartner et al., 2009).

## **2. Problem Statement**

The working conditions of early childhood educators are demanding and stressful by the very definition of their profession. Thus, working with young children requires treating them emotionally and holistically (Britto et al., 2017; Grant et al., 2019). Kindergarten teachers' training usually takes 3-5 years, mainly focusing on professional pedagogical training and less on the effective ways to deal with challenges, such as stressful situations, dealing with children with special needs, and receiving of appropriate social support from supervisors and colleagues (Zhu et al., 2019). Therefore, kindergarten teachers are exposed to factors that harm their personal and professional well-being, for example, stress, pressure, burnout, anxiety, decreased motivation, depression, and more (Grant et al., 2019). This situation often causes much turnover in the teaching personnel, which can harm the quality of teaching, the relationships with the children and their parents, and the children's learning development (Grant et al., 2019; Lee et al., 2022). Studies have shown that intervention programs to improve teachers' personal and professional well-being are necessary to address this problem in an efficient way (Grant et al., 2019; Lee et al., 2022).

## **3. Research methodology**

### *3.1. Research Questions*

While searching for the primary dimensions and tools regarding the well-being of kindergarten teachers, the following research questions were used:

1. What are the dimensions of well-being in kindergarten teachers?
2. What instruments are most frequently used to assess the well-being dimensions of kindergarten teachers?
3. What programs / recommendations for fostering the well-being of kindergarten teachers are found in the literature?

### *3.2. Purpose of the Study*

The aim of this study is to examine through a systematic literature review the published papers from

2012 to 2022 in order to identify the operationalization of professional and personal well-being in kindergarten teachers, as well as the recommendations associated to the increasing of these variables through intervention programs.

### 3.3. Research Methods

In order to answer the research questions, the systematic literature review method was used in order to analyze the studies published between 2012-2022 in peer review journals, by following specific inclusion criteria. In order to plan and implement the research search, the guidelines of Uman (2011) were followed. The literature search was performed on the following databases: APA PsycNet, Californian Journal of Health Promotion, Conference abstract book, EBSCO, ELSEVIER, ERIC, Eurasian Journal of Educational Research, Frontiers, HELDA Helsinki Metropolia University of Applied Sciences, Ingenta connect, SAGA journals, ScienceDirect ELSEVIER, Springer Link, and Taylor & Francis Online.

The search used the following keywords: dimensions, well-being, kindergarten teachers, preschool teachers, instruments, programs, recommendations, tools, and measures. The initial search resulted in over ten thousand articles. When a search was performed combining the keywords within the specified years, studies in English only, and full access to the text, the search resulted in 32 articles. An initial filter was applied according to the keyword "teachers". Twelve articles that referred to teachers who do not teach in preschools were filtered. We also filtered five articles referring to daycare kindergarteners and nannies and a mixed population (kindergarteners and teachers for older students). Two articles were filtered, as it follows: one on kindergarten teachers in special education and one on students only. After filtering, we were left with 14 articles referring only to kindergarten teachers. Another screening of three articles was done, because it was found that they do not correspond to the research question of the systematic literature review. One article dealt with the effect of the relationship between managers and kindergarten teachers on personal well-being, one referred to personal involvement as an influencing factor of personal well-being, and a third referred to aspects of emotional intelligence and burnout. Thus, a number of 11 articles were considered for the next steps of the analysis based on the research questions.

## 4. Findings

Personal well-being as a field of research began about twenty-five years ago (Seligman, 2000; CASEL, 2020). The studies in the systematic literature review that remained after the filtering refers to kindergarten teachers' personal and professional well-being in early childhood education investigated in the last decade, so they are more recent studies. The distribution of the studies according to the year of publishing within the investigated decade is presented in Table 1.

Table 1. Distribution of the selected articles over the years

Research Year	Number of studies
2013	1
2014	1
2015	2
2016	2
2018	1
2019	2
2020	1
2022	1

The distribution of the studies around the world is indicated in Table 2. The studies were conducted in the field of personal and professional well-being of kindergarten teachers around the world: Canada, Taiwan, Hong Kong, Iran, Hungary, and the United States. These countries represent a variety of cultures, society, and political configurations.

Table 2. The distribution of studies according to the geographical location

Research Country	Number of studies
Canada	1
Finland	1
Hong Kong	2
Hungaria	1
Iran	1
Taiwan	2
USA	2
Italy	1

The subject of this literature review is the analysis of studies dealing with the personal and professional

well-being of kindergarten teachers. Table 3 indicates that although all the articles investigated the same topic, each study explored different terms that present other aspects of the topic.

Table 3. Dimensions of the professional and personal well-being of the teachers that appeared in studies

	Article name	Identified Dimensions	Sub-dimensions				
					Classroom activities; Teamwork; Behaviour plans		
					Stress regulation		
				5	Royer & Moreau, 2016	Well-being at work	Interpersonal fit at work; Thriving at work; Feeling of competency at work; Perceived recognition at Work; Desire for involvement at work
1	Fiorilli et al., 2019	Emotional Intelligence	Emotionality; Sociability; Self-control; well-being			Well-being	Feelings of competence; Interpersonal relations; Autonomy
		Social Support	Supervisor Support; Peer Support				
		Burnout	Personal Burnout; Work-related Burnout; Student-related Burnout	6	Wei, 2013	Social Intelligence	Self-awareness and advocacy; Regulation of mood and behavior; Goal setting; Self-monitoring; Empathy; Social skills
2	Jeon et al., 2018	Depressive symptoms	Feelings; Sad moods			Creativity	Risk-taking; Willingness to overcome obstacle; Self-confidence; A liking for challenging tasks
		Professional motivation				Practical Intelligence	Managing tasks; Managing a career; Managing self; Managing others
		Job-related stress	Job Specific Demands; Job Resources subscale; Job Control subscale			Teaching Efficacy	Self-efficacy; Confidence; Understanding of students' needs; Striving to enhance their teaching skills
3	Wong & Zhang, 2014	Perceived school culture	Collaborative leadership; Teaching Collaboration; Professional development; Unity of purpose; Collegial support; Learning partner			Well-being	Self-acceptance; Positive relations with others; Autonomy; Environmental mastery; Purpose of life; Personal growth
		Personality types	Extraversion-Introversion; Sensing-Intuition; Thinking-Feeling; Judging-Perceiving				
		Job satisfaction	Pay; Promotion; Supervision; Benefits; Contingent reward; Operating procedures; Coworkers; Nature of work; Communication	7	Wu et al., 2018	Positive leadership	Construction of a positive relationship; Construction of a positive atmosphere; Use of positive communication; Demonstration of positive meaning; Overall dimension
		Self-esteem				Well-being	Independence and view of life; External environment (including money, body, and pressure); Interpersonal relationships; Work and instruction; Overall dimension
		Mental health complaints					
4	Nislin, 2016	Satisfaction with work	Emotional pressure; Social support; Supervisor support; Autonomy; Motivating and encouraging aspects; Burnout; Emotional exhaustion; Depersonalization; Professional self-esteem				
		Pedagogical work	Classroom arrangements; Schedules and transitions;	8	Jennings, 2015	Classroom climate: teacher-student and student-student interactions	Emotional support: positive climate, negative climate, teacher sensitivity, and regard for student perspectives; Classroom organization: behavior management, productivity, and instructional learning formats; Instructional support: concept



			development, quality of feedback, and language modeling.
		Well-being	Efficacy; Depression; Burnout
		Effective SEL Implementation	Mindfulness; Self-Compassion
9	Jalali & Heidari, 2016	Happiness	Life satisfaction; Positive mood; Health; Competency; Self-esteem
		Subjective Well-being	Emotional well-being; Psychological well-being; Social well-being
		Creativity	
		Job performance	
10	Fináncz et al., 2020	Professional well-being	Job satisfaction; The appreciation of colleagues; The appreciation of society
		Institutional climate	Efficiency of management; Democratism of leadership; Social awareness of management; Coherence of teaching staff; Extra-institutional relationships; Activity; Generational harmony; Motional climate of teaching staff
		Mental health	Subjective well-being; mental balance; coping; the ability to manage stress; Burnout; Depression; Sense of coherence
11	Cheung et al., 2022	School Culture	Teacher Commitment; School leadership
		Teachers' Well-being	Job satisfaction; Psychological Well-being: human functioning, including positive relationships, feeling of competence, and having meaning and purpose in life
		Self-Belief	Flourishing: positive experiences and overall fulfillment of life. Feeling good: Gratitude, Optimism; Doing good: Meaning in Work, Flow, Work Enjoyment.

Table 3 shows the dimensions and terms associated to the teachers' well-being. For example, in the article 1, there is a reference to social aspects, including manager and peer support. The article also refers to emotional aspects containing three sub-

dimensions: emotional awareness, self-management, and personal well-being. In addition, aspects of burnout manifest in three ways: personal burnout, burnout in working relationships, and burnout in relationships with students. Such an analysis was done systematically on all the articles in the search, and many varied dimensions were obtained.

An in-depth look at the dimensions revealed that the dimensions from Table 3 could be sorted into three main categories:

- Social aspects: include a person's ability to communicate and show understanding of his environment. These abilities are defined as social intelligence and include empathy, social support, social communication, and more (Boyatzis et al., 2000; Goleman, 1995; Liff, 2003).

- Emotional and personality aspects: defined as a person's ability to recognize his or others' feelings, express them, and manage them optimally to deal with problems (Goleman, 1995; Mayer et al., 1999). This ability is also known as emotional intelligence.

- Aspects related to burnout: burnout is part of the concept of occupational stress and relates to the workspace, in which a person self-defines in relation to others (Maslach, 1996).

According to Schaufeli et al. (2009), burnout is defined as an imbalance between the resources available to a person and the expected demands perceived by that person as impossible. Many studies have dealt with burnout, including emotional exhaustion, which causes an inability to deal emotionally with new situations, and depersonalization, which leads to detachment and distance from oneself and others within relationships (Baruch-Feldman et al., 2002; Brackett et al., 2010; Dal Corso et al., 2013; Hakanen et al., 2006).

The analysis shows many references in studies to emotional and personality dimensions, with 48 coding units dedicated to this category in this systematic literature review. Relatively similar, the social aspects consist of 44 coding units. However, the dimensions of burnout and the factors influencing it receive a relatively small number of dimensions in the research, despite the effect for early childhood educators on their well-being, persistence at work, and job satisfaction (Heckman et al., 2010).

Table 4 shows the dimensions that appeared in the articles according to the number of times they appeared and the sub-dimensions that, in our opinion,

relate to the dimension according to conceptual proximity.

Table 4. Sub-dimensions and dimensions of the three main categories.

Category	Dimension	Number of articles	Sub-dimensions included in the dimension
Emotional Aspects	Psychological well-being	2	Psychological well-being: human functioning, including positive relationships, feelings
	Creativity	2	
	Self-acceptance	10	Self-acceptance, Self-awareness and advocacy. Self-Belief: flourishing: positive experiences and overall fulfillment, feeling good and doing good, Self-Compassion, Self-confidence, Self-control, Self-efficacy, Self-esteem, Self-monitoring
	Efficacy	2	
	Emotional well-being	5	Emotional well-being, Emotional exhaustion, Emotional pressure, Emotional support: positive climate, negative climate, teacher sensitivity, and regard for student perspectives.
Social Aspects	Feelings	2	
	Collegial/Peer support	2	
Burnout Aspects	Supervisor Support	2	
	Autonomy	3	
	Burnout	4	
	Depression	4	Depersonalization, Depressive symptoms.
	Job satisfaction	3	

The studies included in the review aimed to investigate the factors influencing the psychological well-being of early childhood education teachers. The

studies were based on quantitative questionnaires and surveys to collect data from the participants to assess the dimensions of the kindergarten teachers' well-being. The questionnaires included various scales to measure psychological well-being, work-related stress, job satisfaction, motivation, and beliefs about children and teaching methods. Some studies also measured physiological indicators, such as cortisol and alpha-amylase levels, of early childhood educators to evaluate their stress physical expression (Sajaniemi et al., 2011; 2012; 2014). It should be noted that the studies used different and diverse research tools shown in Table 5.

Table 5. Research tools identified in this systematic literature review

Study	Tools
1 Cheung et al., 2022	Teacher Commitment Scale (Park, 2005) The Measure of Leadership Behaviour (Chui et al., 1996); The Meaning in Life (Workplace) scale (Strack, 2007); Work-related Flow Inventory (WOLF) from Bakker (2008); Gratitude Questionnaire-Six-item Form (GQ-6) (McCullough et al., 2002); Life Orientation Test (LOT-R, Scheier et al., 1994); Psychological Well-being Scale (Flourishing Scale), Life Satisfaction Scale (Diener et al., 1999); Teaching Satisfaction Scale (Ho & Au, 2006)
2 Jeon et al., 2018	Self-administered teacher questionnaires: depressive symptoms, professional motivation, job-related stress, beliefs about children and DAP, as well as teachers' demographic information: depression screening tool (RAND Health, 1998); Composite International Diagnostic Interview screening scale (Booth et al., 1998; Robins et al., 1988); Professional Motivation Scale (Kontos et al., 1995); Child Care Worker Job Stress Inventory (CCW-JSI; Curbow et al., 2000); Parental Modernity Scale (Schaefer & Edgerton, 1985); The Teacher Beliefs Scale (TBS; Charlesworth, Hart, & Burts, 1991; Hart et al., 1990)
3 Nislin, 2016	Daycare Barometer Survey 2002; Job Demands and Resources model (Bakker & Demerouti, 2006; 2012); Utrecht Work Engagement Scale (UWES; Hakanen, 2009); Maslach Burnout Inventory (Maslach et al., 1997); Learning Environment Assessment Scale (LEANS; Strain & Joseph, 2004); ECPs' stress regulation was measured by using salivary cortisol and alpha-amylase
4 Royer & Moreau, 2016	Index of Psychological Well-being at Work (French-language version, Dagenais-Desmarais 2010); Autonomy Need Satisfaction Scale (Gillet et al. 2008)
5 Wei, 2013	A three-part questionnaire Multiple Abilities and Subjective Well-being of Kindergarten Teachers, which was based on previous studies (Dulewicz & Higgs,

		1999; Goleman, 1995; Liff, 2003; Ryff, 1989; Wagner & Sternberg, 1986).	2	Jeon et al., 2018	Support programs; Community support; enrichment; Support groups
6	Wong & Zhang, 2014	The School Culture Survey (SCS, Gruenert & Valentine, 1998); Myers-Briggs Type Indicator (MBTI) (Myers & McCaulley, 1985); Job Satisfaction Survey (JSS, Spector, 1997); Rosenberg Self-esteem Scale (RSES, Rosenberg, 1965); General Health Questionnaire-12 (GHQ-12, Goldberg, 1972)	3	Wong & Zhang, 2014	School climate; Peer support and collaboration; Teamwork and participation; Adjusting professional development according to the nature of the teacher
7	Wu et al., 2018	Questionnaire survey: Wei (2011), Ho (2014)	4	Nislin (2016)	Manager support; Peer support; Community support; A balance between freedom of action and belonging; A balance between demands and sources of support; Teamwork
8	Jennings, 2015	Observations using Classroom Assessment Scoring System (CLASS) (Pianta et al., 2008); Teacher Relationship Interview (TRI; Stuhlman & Pianta, 2002); Self-Report Measures of Well-being A battery of measures assessed teachers' affect, efficacy, depression, and burnout; The Positive and Negative Affect Schedule (PANAS; Watson et al., 1988); Teacher Efficacy Scale (TES; Hoy & Woolfolk, 1990); Beck Depression Inventory (BDI; Beck et al., 1961); Maslach Burnout Inventory (MBI; Maslach et al., 1996); Five Facet Mindfulness Questionnaire (FFMQ; Baer et al., 2006); Self-Compassion Scale (SCS; Neff 2003)	5	Royer & Moreau (2016)	Independence at work improves the quality of life.
9	Jalali & Heidari, 2016	Oxford Happiness Inventory (Argyle et al., 1989); Subjective Well-being Scale (Keyes & Magyarmv, 2002); Randsyp Creativity Inventory (Randsyp, 1979); Patterson job performance questionnaire (Patterson, 1970)	6	Wei (2013)	Developing several professional skills; Professional support and guidance during teaching studies; Multiple Abilities and mental well-being of kindergarten teachers
10	Fináncz et al., 2020	Beck Depression Questionnaire (Beck et al., 1961); Maslach Burnout Questionnaire (Maslach & Jackson, 1981); European Health Interview Survey (2015); relevant question groups of the Psychological Immune System Inventory (Oláh, 2005)	7	Wu et al., 2018	Managers need to learn positive leadership with an emphasis on positive communication; Managers should be aware of the educator, including what is happening in his personal life, for example, whether he is financially stable, sleeps enough hours, or is healthy.
11	Fiorilli et al., 2019	Trait Emotional Intelligence Questionnaire-Short Form for Adults (TEIQue-ASF; Petrides, 2009; Italian validation by Di Fabio, 2013); Health and Safety Executive Stress Indicator Tool (Balducci et al., 2015); Multidimensional Scale of Perceived Social Support (Zimet et al., 1988; Di Fabio & Busoni, 2008); Copenhagen Burnout Inventory (Kristensen et al., 2005; Fiorilli et al., 2019).	8	Jennings, 2015	Mindfulness, self-compassion
			9	Jalali & Heidari, 2016	A link was found between the dimensions.
			10	Fináncz et al., 2020	A link was found between the dimensions.
			11	Cheung et al., 2022	Positive school culture; Supportive, leading, positive, encouraging leadership; self-belief; Confidence in abilities; sturdiness; flow; optimism; gratitude; joy; good team relations

Table 6. Variables related to well-being of teachers that can be addressed through various programs.

Article name	Variables that can be addressed through programs
1. Fiorilli et al., 2019	Social support inside and outside the school; sense of autonomy

Table 6 presents the variables that can be used to issue recommendations, plans, and conclusions arising from the articles in the systematic literature review, which examined factors that may affect early childhood educators' personal and professional well-being. Most of the studies included in the literature review did not list recommendations but dealt with the effect of the various dimensions on the degree of personal and professional well-being and only presented conclusions.



## 5. Conclusions

This literature review systematically examined the latest studies on kindergarten teachers' personal and professional well-being from 2012 to 2022. The review was done in accordance with the research questions, aiming to identify the dimensions of personal and professional well-being of kindergarten teachers, the tools with which they were evaluated, and the recommendations following the studies.

The multiplicity of early childhood education system structures can affect the number of studies that refer only to kindergarten teachers. For example, countries with a preschool cluster structure may have more research on the managerial and administrative aspects of early childhood education. This review emphasizes the importance of international collaboration in academic research and the value of research conducted in different global locations.

The systematic literature review reveals that research on educators' personal and professional well-being has been ongoing for years and spans the timeline almost uniformly. In recent years, there has been an increase in interest in these topics, specifically after the Covid-19 epidemic. However, the focus of this review on the kindergarten population only reduced the number of articles found to be relevant to only 11.

This systematic literature review found that the concepts of personal and professional well-being applied to kindergarten teachers include a large number of dimensions and sub-dimensions. This multiplicity of dimensions makes the research difficult, because each study investigates other dimensions and includes different sub-dimensions according to its research question. In order to overcome this problem, the dimensions and sub-dimensions were sorted into three main categories: emotional, social, and burnout. It was found that the category of emotional aspects is apparently under the kindergarten teachers' control and influences their personal development and growth. The social aspects category refers to the school system, which mainly includes a team climate initiated and led by a principal. We believe systemic decisions influence the burnout and job satisfaction category more than others. One of the studies included in the systematic review (Fináncz et al., 2020) measured the effect of burnout on the kindergarten teacher's mental state, which can reach a state of depression. The relative lack of attention to the issue of burnout in early childhood education emphasizes, in our opinion, the need for further

research and attention to be given to the factors that contribute to burnout to improve the well-being of educators and the quality of the education provided.

Another research question examined in this review is what are the most common tools for measuring kindergarten teachers' personal and professional well-being. It was found that the studies mainly used questionnaires and quantitative surveys. No uniformity was found between the studies. There was little use of qualitative tools (interviews and reporting diaries). This review helped identify several research tools for measuring kindergarten teachers' personal and professional well-being. However, from this review, it is difficult to determine which tools are the most reliable since the studies used different tools (for various dimensions of teachers' well-being) and it was impossible to compare them directly.

The third question examined the recommendations and the plans for fostering kindergarten teachers' personal and professional well-being. The review shows that most studies are mainly concerned with analysing the impact of the various dimensions on personal and professional well-being and the relationship between them. Our systematic review indicates that investing in the well-being of kindergarten teachers is essential to improve the quality of preschool education worldwide. This can be achieved through policies prioritizing teacher well-being, such as adequate funding for early childhood education programs and initiatives supporting teacher training and professional development.

The findings of this systematic literature review reveal that the personal and professional well-being of early childhood educators is an under-researched topic. There is a need for further research and attention to be given to nurturing programs in order to improve the personal and professional well-being of education providers to preschoolers.

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