



European Journal of Educational Management

Volume 7, Issue 4, 199 - 211.

ISSN: 2642-2344

<https://www.eujem.com/>

The Well-being of Art Teachers for Promoting the Sustainable Development of Art Education in Latvia

Jelena Davidova^{*} 

Daugavpils University, LATVIA

Irena Kokina 

Daugavpils University, LATVIA

Baiba Kokina

Jāzeps Vītols Latvian Academy of Music,
LATVIA

Received: August 25, 2024 • Revised: October 16, 2024 • Accepted: November 20, 2024

Abstract: Due to the fact that it is vitally important for the people of Latvia to preserve and develop their national identity in today's globalized world, it is especially important to maintain a high level of art education quality and promote the well-being of art teachers more holistically. In the era of growing globalization and multiculturalism, supporting Latvia's unique cultural values is vital. The aim of the study was to explore the well-being of music, ballet, dance, and visual art teachers in the context of the sustainable development of art education in Latvia. In the interdisciplinary study, 72 music, ballet, dance, and visual art teachers were involved. According to the well-being criteria (positive relationships with others, self-acceptance, autonomy, the meaning of life, skills to fulfill life's needs, and life goals), the research results were differentiated by demographic indicators. Considering the influence of school principals on the well-being of art teachers, the study identifies school management activities that can contribute to well-being in the workplace.

Keywords: *Art education, art teachers, globalization, sustainable development, well-being.*

To cite this article: Davidova, J., Kokina, I. & Kokina, B. (2024). The well-being of art teachers for promoting the sustainable development of art education in Latvia. *European Journal of Educational Management*, 7(4), 199-211. <https://doi.org/10.12973/eujem.7.4.199>

Introduction

The connection between culture, art education, and sustainable development is reflected in various initiatives launched by The United Nations Educational, Scientific and Cultural Organization (UNESCO), e.g., Road Map for Arts Education (UNESCO, 2006). In 2008, the Latvian song and dance festival tradition was included in The Representative List of the Intangible Cultural Heritage of Humanity, which demonstrates the diversity and importance of the cultural heritage of the people in the world. The miracle of the Song Festival created in Latvia is an example of how the nation preserves and develops its national identity in today's globalized world.

The problem of preserving cultural identity, which has brought to the forefront the importance of art education, has become more acute. The Cultural Policy Guidelines 2022-2027 (Republic of Latvia, 2022) issued in Latvia underlined that it is essential to strengthen Latvia's unique cultural values under the conditions of growing globalization and multiculturalism. Educators of various arts (music, dance, arts and crafts), who teach a creative younger generation under the conditions of globalization, play a special role in the preservation and development of the national identity of the Latvian people. The sustainable development of schools and educational systems depends on the school's professional capital, which includes teachers' emotional and professional capacity (Pagán-Castaño et al., 2021).

Music, ballet, dance and visual art teachers' well-being is an important research topic in the field of education, which is related to the development of the cultural environment both in educational institutions and in society in general. Disappointment, suffering, nervousness, and stress in the work environment have a negative impact on both the state of teachers' health and the atmosphere in the educational institution as a whole (Helzer & Kim, 2019).

This study focuses on the need to create a favourable work environment for promoting teachers' well-being in educational institutions. Several studies emphasize the role of education in moving society towards more sustainable well-being in the future (Ateskan & Lane, 2018; Graham, 2024; Holfelder, 2019) and its contribution to society's values and well-being (Barrington-Leigh, 2016). Discussions about teachers' well-being are often dominated by ideas related to stress or burnout. However,

^{*} **Corresponding author:**

Jelena Davidova, Daugavpils University, Latvia. ✉ jelena.davidova@du.lv



it is important to think about and promote teachers' well-being more holistically in order to achieve better outcomes for students and teachers (Cann, 2020; Cherkowski & Walker, 2018).

Art teachers' satisfaction with life and its perspectives in general indicate the need for in-depth and multifaceted research into the problems of this issue. The topic of this research is dedicated to the study of the well-being of art pedagogues in the context of the sustainable development of art education in Latvia.

The aim of the study was to explore the well-being of music, ballet, dance, and visual art teachers in the context of a sustainable development of art education in Latvia. The research questions are as follows:

- What aspects of the well-being of music, ballet, dance and visual arts teachers promote the sustainable development of art education in Latvia?
- What aspects should the management of an educational institution pay attention to in order to motivate music, ballet, dance and visual art teachers and promote their well-being?

Literature Review

The scientific literature does not provide a single definition of well-being, but several authors (Disabato et al., 2015; Jarden et al., 2017) note that well-being is multidimensional, including physical, mental, emotional, and spiritual aspects. *"Good mental states, including all the different evaluations, positive and negative, that affect people's lifestyle and people's affective response to their experiences"* (Organisation for Economic Co-operation and Development [OECD], 2013, p.10). This definition covers all aspects of subjective well-being, which include, first and foremost, a measure of how people experience and value their lives as a whole. According to Cann (2020), it is the state where teachers feel job satisfaction and experience positive emotions more often than negative ones.

Waterman (1993) stated that elements of psychological well-being have risen from the Aristotelian *Eudaimonia*, which suggests that the highest of all good things that can be achieved by a human action, is happiness that is gained over a lifetime behavior directed at self-development. Different aspects of psychological well-being were studied also by Erikson (1959), Allport (1961), Rogers (1961), and Maslow (1968). In order to understand the complex concept of well-being, there are different models (Ilies et al., 2015; Page & Vella-Brodrick, 2009; Urberg et al., 2003; Vittersø, 2001) with different interpretations of this phenomenon.

Ryff (1989) developed a theory and model of psychological well-being and identified six interconnected dimensions, which encompass a breadth of wellness that includes positive evaluations of oneself and one's past life (self-acceptance), a sense of continued growth and development as a person (personal growth), the belief that one's life is purposeful and meaningful (purpose in life), the possession of quality relations with others (positive relations with others), the capacity to manage effectively one's life and surrounding world (environmental mastery), and a sense of self-determination (autonomy).

Teacher's well-being is important for the optimal functioning of schools and educational systems (Dreer, 2022) and is broadly understood as *"teachers' responses to the cognitive, emotional, health and social conditions pertaining to their work and their profession"* (Viac & Fraser, 2020, p. 18). Several researchers (Claeys, 2011; Keller et al., 2014; O'Reilly, 2014) believe that teachers' well-being affects their mental and physical health, engagement as well as the intention to leave the school or even the profession. In addition, teacher's well-being a) affects choices in relation to effective teaching styles and behaviour, as well as the transmission of positive emotions, enthusiasm, and motivation in the classroom (Buonomo et al., 2019; Burić & Frenzel, 2021); b) is linked to teaching effectiveness, student outcomes, and educational leadership (Duckworth et al., 2009). Teacher's well-being is also associated with other psychological constructs, including such as teachers' stress and burnout (Burić et al., 2019), resilience and flourishing (Beltman et al., 2011), and motivation and commitment (Cameron & Lovett, 2015). High teacher's well-being has been shown to help schools as organizations to stabilize their functioning and increase the commitment of staff members, and it also promotes teachers' cooperation, the quality of student-teacher relationships, and work autonomy (Aloe et al., 2014; Collie & Martin, 2017; Klassen et al., 2012; Weiland, 2021).

Methodology

Research Design

To study the well-being of Latvian music, ballet, modern dance teachers, and art school teachers by taking into account different demographic indicators (participants' gender, age, belonging to the institution, number of children), the Psychological Well-being Scale of Ryff (1989) was used in this research. This 42-item Psychological Well-Being (PWB) scale measures six aspects of well-being and happiness: autonomy, environmental stewardship, personal growth, positive relationships with others, purpose in life, and self-acceptance.

The scale was adapted to Latvia by Voitkāne and Miežīte (2001): the obtained outcomes indicated higher results in psychological well-being, as well as showed higher and mutually similar indicators of individualism and collectivism in the sub-sample. Also, this scale has been studied in samples of students (Voitkāne & Miežīte, 2001; Voitkāne et al., 2006);

and grieving women (e.g., Maslovska, 2006). However, in Latvia, no studies have been conducted that investigate the well-being of Latvian music, ballet, modern dance teachers, and art school pedagogues.

Respondents rated the extent to which they agreed or disagreed with 42 statements by using a 7-point scale (1 = strongly agree; 7 = strongly disagree). The survey data were collected during the period of March 8, 2023 to April 2, 2023. ANOVA analysis was also conducted to gain more revealing insight into the survey data.

For the analysis of the research data across the six scales, Ryff provided a qualitative description of the values for higher and lower data. In this study, the author's interpretation of the obtained outcomes is based on the interpretation proposed by Ryff, i.e., analysing the statistical significance of the variables by applying ANOVA, and providing an interpretation of the qualitative data analysis using Ryff's methodology.

Sample and Data Collection

72 respondents participated in the survey: 15 of them were ballet school teachers, 18 of them were modern dance teachers, 24 of them were music school teachers, and 15 of them were art school teachers. The study included 51 women, 19 men, and 2 'others' (persons who did not identify themselves as either gender). The study of well-being was ranked by age groups for all respondents, based on the involvement of teachers in professional activities according to physical age: a) 22 – 25 year old respondents (pedagogues – beginners: usually they still work under the supervision of teacher mentors); b) 26-32 year old respondents, the group which includes educators who are in their prime and are beginning to accumulate their personal experience; c) 33-40 year old persons, who are mostly teachers with experience, and they are starting to create their 'handwriting' as a teacher; d) 41-54 and 55+, were attributed to educators with a lot of experience and are usually equated with the status of a mentor group (see Figure 1).

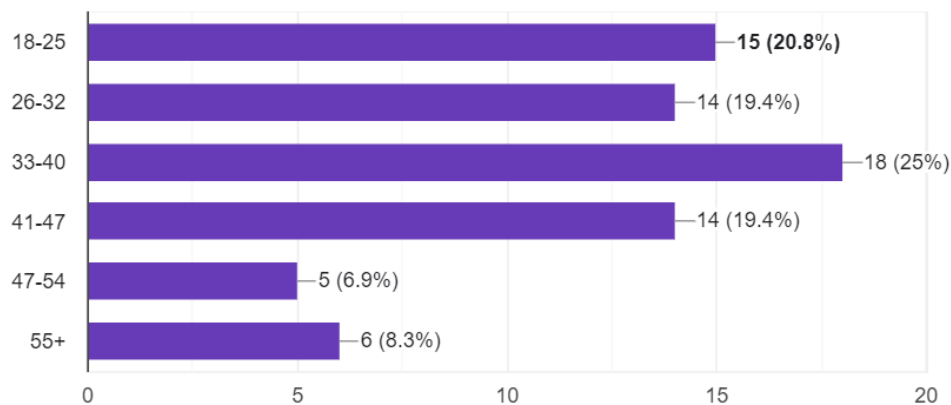


Figure 1. Distribution of Respondents by Age Groups (N=72)

The psychological well-being survey consists of six scales: positive relationships with others, autonomy, skills to fulfil life needs, personal growth, meaning in life, and self-acceptance. The Likert response scale is used in the study, with an interval response format: 1 – completely disagree; 2 – do not agree; 3 – rather disagree; 4 – rather agree; 5 – I agree; 6 – I completely agree. Completing the given survey was voluntary and anonymous. The research results were processed using the SPSS statistics 28 system to determine interrelationships.

Data Analysis

To identify the specificities of expressing the researched variables in different groups, a single-factor dispersive analysis One-Way ANOVA was applied. ANOVA method was selected for the analysis because it allows for the identification of statistically significant differences in mean values of the dependent variable between the groups. The assumptions of the method were verified and observed: distributions were close to normal, dispersions were homogeneous, and observations were independent. To verify the compliance of distributions with the normal distribution, the criteria of Kolmogorov-Smirnov and Shapiro-Wilk were used. In groups under the study, the level of statistical significance of the criteria was $p > .05$. The Levene Statistic Test was applied to check the homogeneity of dispersions. For the studied variables, the level of statistical significance was $p > .05$, which testifies to the homogeneity of dispersions.

To identify and analyse statistically significant differences among the average values of the dependent variables, the F -criterion was used (OneWay ANOVA). To compare groups in pairs, the method of LSD of Post Hoc Test was applied. To evaluate the practical significance of differences between groups, the effect coefficient η^2 was applied. This coefficient shows what part of the general dispersion of the dependent variable can be attributed to the influence of factors (of groups). The interpretation of the value of effect η^2 , based on the official standards, is as follows: $\eta^2 < .01$: the effect is very small; $.01 < \eta^2 < .06$: the effect is small; $.06 < \eta^2 < .14$: the effect is average; $\eta^2 > .14$: the effect is great.

Results

The average indicators of respondents' answers and statistical data according to Ryff's scale (positive relations with others, autonomy, skills to fulfil life needs, personal growth, meaning of life, and self-acceptance) by gender criterion are shown in Figure 2 and Table 1.

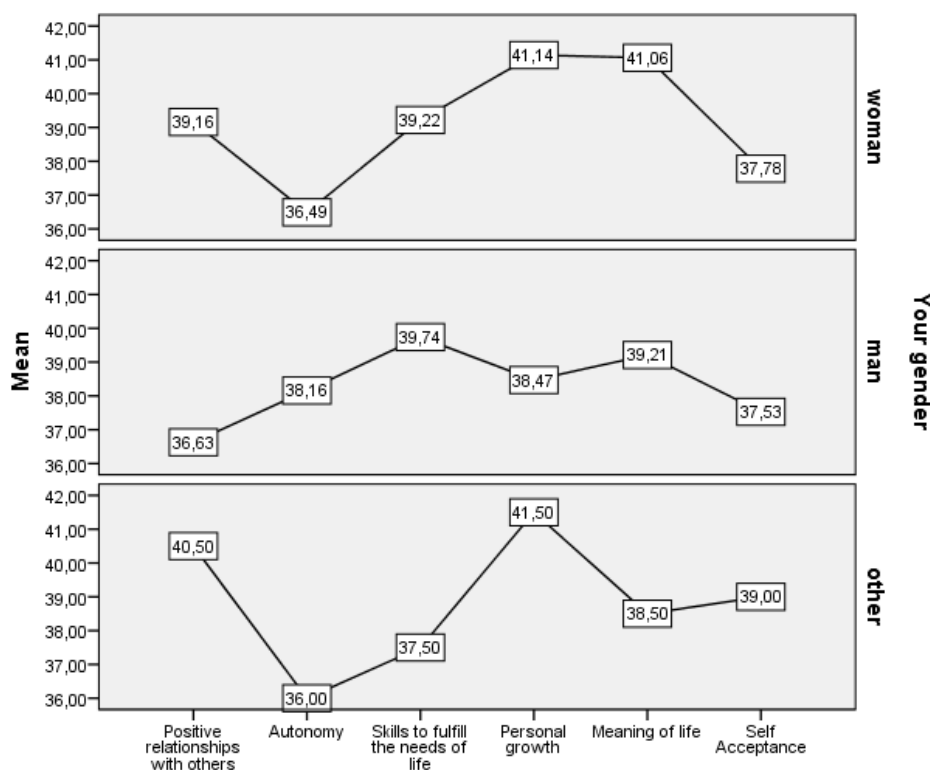


Figure 2. Mean Scores of Respondents' Answers According to Gender Criteria (N=72)

Table 1. Survey Statistics Data According to Gender Criteria (N=72)

Gender	Woman		Man		Other		F-ANOVA	p	η^2 (eta-squared)
	M	SD	M	SD	M	SD			
Positive relationships with others	39.16	3.72	36.63	4.81	40.50	3.53	1.432	.245	.02
Autonomy	36.49	3.70	38.16	3.74	36.00	2.82	0.701	.499	.01
Skills to fulfill the needs of life	39.22	6.56	39.74	5.76	37.50	3.53	0.131	.877	.002
Personal growth	41.14	6.09	38.47	3.73	41.50	5.53	2.030	.138	.028
Meaning of life	41.06	2.92	39.21	3.22	38.50	3.53	0.74	.48	.01
Self-acceptance	37.78	3.52	37.53	3.86	39.00	1.41	0.066	.935	.001

* $p < .05$; ** $p < .01$; *** $p < .001$

ANOVA results show that there are no statistically significant differences between gender groups, because level of statistical significance of the F coefficient, $p > .05$ for all indicators. Analysis of general trends makes it possible to detect the following features:

- *Positive Relationships with Others* are perceived somewhat differently: the average score for men is 36.63, for women - 39.16, for 'others' - 40.50. High mean scores reflect respondents' engagement in meaningful relationships with others that include mutual empathy, closeness, affection, and sharing of time with others;
- The indicators of *the Autonomy Scale* show the opposite picture: the average indicator for men (38.16) is higher than for women (36.49); the lowest average scores are shown for those belonging to 'others' (36.00). High autonomy averages indicate that the respondent is more confident in his/her beliefs and generally independent, who knows how to regulate his/her behaviour regardless of social pressure, this means that he/she has confidence in his/her beliefs, even if they go against the general consensus;
- Regarding *the skills to Fulfil the Needs of Life*, it can be seen that the average scores for women (39.22) and men (39.74) are almost similar; while for 'others' the average indicator (37.50) is relatively lower. On this scale, high mean scores indicate that respondents effectively use opportunities and are adept at managing circumstances and activities, including managing daily affairs and creating situations to benefit personal needs;

- In the scale of *Personal Growth*, according to the obtained data, the average indicator for 'others' is 41.50 and for women is 41.14 - these are higher indicators than for men (38.47). This indicates that the respondents continue to develop, accumulate new experiences and improve behaviour by developing personal growth;
- Regarding *the Skills to Fulfil the Needs of Life*, it is obvious that the average scores for women (39.22) and men (39.74) are almost similar; while for 'others' the average indicator (37.50) is relatively lower. On this scale, high mean scores indicate that respondents effectively use opportunities and are adept at managing circumstances and activities, including managing daily affairs and creating situations to benefit personal needs;
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- Mean indicators of *the Meaning of Life* for women (41.06) are slightly higher than for men (39.21) and 'others' (38.50). High scores reflect respondents' strong goal orientation and belief that life has meaning. If the artist feels socially excluded at the workplace, the achievement of the goal and the efficiency of the work decrease and the meaning of life is unintentionally lost. In addition, it has been proven that the needs for the meaning of life, such as a sense of purpose, efficiency, self-esteem, positive self-evaluation, are important mediators in the perception of the meaning of life;
- In the *Self-acceptance scale*, it can be seen that women (37.78) and men (37.53) have similar results and the highest scores are for 'others' (39.00). High scores on this scale mean that the respondents have a positive attitude towards themselves, which means that the respondent is satisfied with most of the personality aspects.

The average indicators of respondents' answers and statistical data on the Ryff scale by age group criterion are presented in Figure 3 and Table 2.

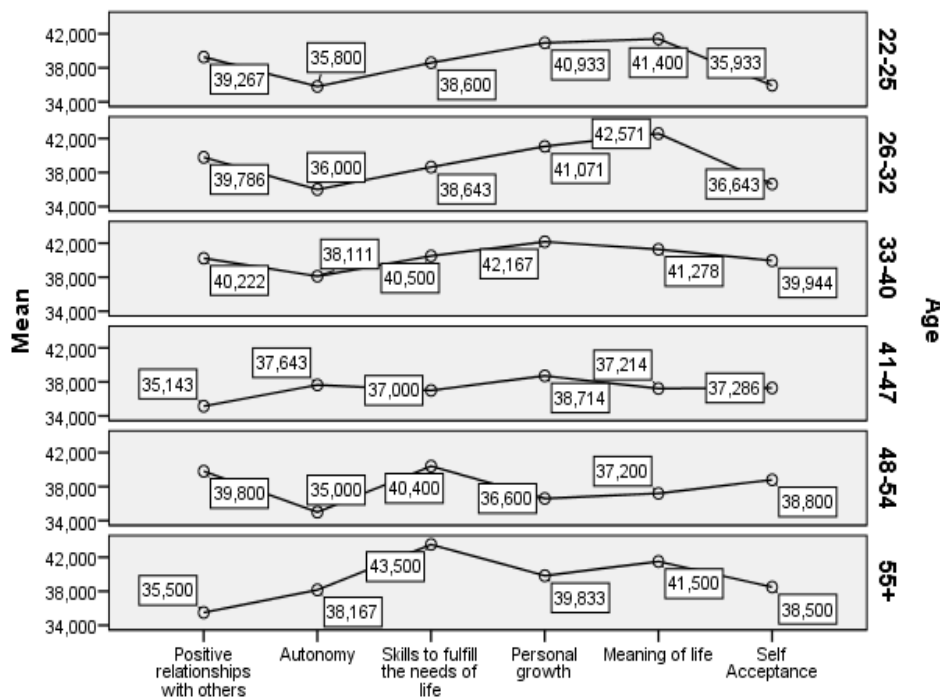


Figure 3. Mean Scores of Respondents' Answers According to Age Groups Criterion (N=72)

Table 2. Survey Statistics Data According to Age Groups Criterion (N=72)

Age	22-25		26-32		33-40		41-47		48-54		55+		F-ANOVA	p	η^2 (eta-squared)
	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD			
Positive relationships with others	39.26	6.73	39.78	3.19	40.22	5.34	35.14	6.88	39.8	4.49	35.5	5.68	1.91	.104	.028
Autonomy	35.8	5.32	36.0	4.85	38.11	4.73	37.64	5.12	35.0	4.41	38.16	9.23	.624	.681	.009
Skills to fulfill the needs of life	38/6	5.27	38.64	5.18	40.5	6.06	37.0	7.43	40.4	8.61	43.5	5.82	1.166	.334	.017
Personal growth	40.93	3.39	41.07	3.81	42.16	5.52	38.71	6.67	36.6	4.21	39.83	4.66	1.464	.213	.021
Meaning of life	41.4	5.65	42.57	3.67	41.27	6.78	37.21	7.06	37.2	3.42	41.5	7.03	1.657	.157	.024
Self-acceptance	35.93	4.97	36.64	5.51	39.94	5.92	37.28	4.99	38.8	5.44	38.5	6.28	1.101	.368	.016

* $p < 0.05$; ** $p < 0.01$; *** $p < 0.001$

ANOVA results show that there are no statistically significant differences between age groups because of the level of statistical significance of the F coefficient, $p > .05$ for all indicators.

For different variables, the value of effect varied from a very small *Autonomy* ($\eta^2 = .009$) to small *Positive Relationships with Others* ($\eta^2 = .028$). These outcomes testify to the fact that the impact of the factor under study upon the dependent variables was relatively small.

The results of the Post Hoc Test analysis make it possible to detect statistically significant differences between the average values of indicators when comparing groups in pairs for the following variables:

- In the *Positive Relationships with Others*, there are statistically significant differences between the age groups 26-32 and 41-47 (mean difference (I-J) = 4.64, $p = 0.033$);
- In the *Positive Relationships with Others*, there are statistically significant differences between the age groups 33-40 and 41-47 (mean difference (I-J) = 5.07, $p = 0.017$);
- In the *Skills to Realize the Needs of Life*, there are statistically significant differences between the age groups 41-47 and 50+ (mean difference (I-J) = 6.5, $p = 0.036$);
- In the *Personal Growth*, there are statistically significant differences between the age groups 33-40 and 48-54 (mean difference (I-J) = 5.56, $p = 0.03$);
- In the *Meaning of Life*, there are statistically significant differences between age groups 26-32 and 41-47 (mean difference (I-J) = 5.35, $p = 0.02$);
- In the *Self-acceptance*, there are statistically significant differences between the age groups 18-25 and 33-40 (mean difference (I-J) = 4.01, $p = 0.04$).

In general, the results of the group studied according to the criterion of age differences testify to the fact that the highest average scores (40.222) on the scale of *Positive Relationships with Others* are for the age group 33-40, which means that this age group has warmer, more satisfying and more trusting relationships with others, as also tend to be concerned about the well-being of others and understand the 'give and take' in human relationships. On the other hand, the age group 41-47 has the lowest average scores (35.143) in this dimension of the scale, which is attributed to worse and less close relationships with others because this age group often feels more isolated, and as a result does not want to make compromises in order to maintain important ties with others.

In the scale *Skills to Realize the Needs of Life* (mean score 43.50), the highest mean score is in the age group 55+, and high scores give the feeling that they feel competent in relation to the changes around them, have the ability to control complex external conditions, know how to effectively use the opportunities around them and are based on the context of values formed during life. On the other hand, in the age category 41-47, the average scores are the lowest (37.00), which means that it is difficult to solve everyday problems and control the outside world because the surrounding opportunities are not completely clear. The average indicators of respondents' answers and statistical data on the Ryff scale by workplace criterion are presented in Figure 4 and Table 3.

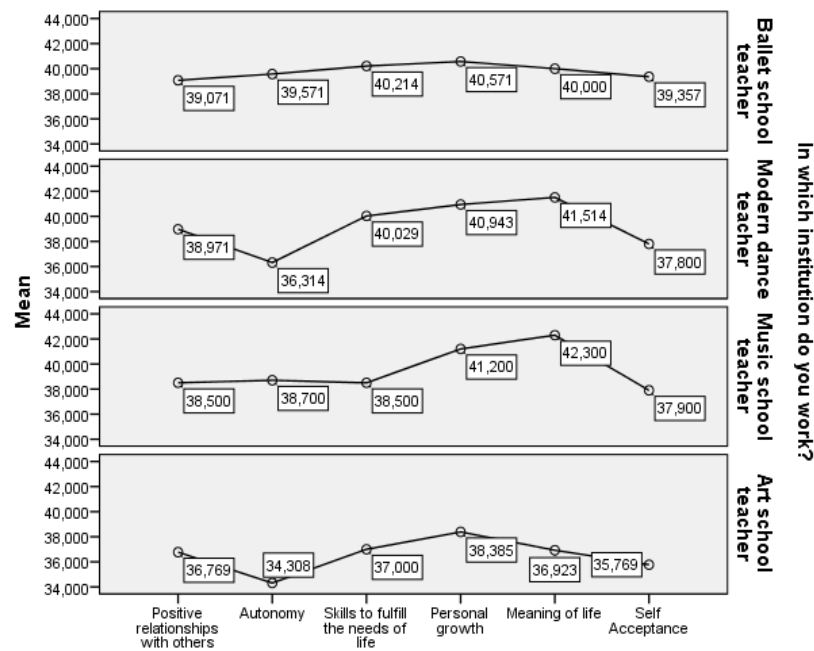


Figure 4. Mean Scores of Respondents' Answers According to their Work Place Criterion (N=72)

Table 3. Survey Statistics Data According to Respondents' Work Place Criterion (N=72)

In which institution do you work?	Ballet school teacher		Modern dance teacher		Music school teacher		Art school teacher		F-ANOVA	p	η^2 (eta-squared)
	M	SD	M	SD	M	SD	M	SD			
Positive relationships with others	39.7	5.58	38.97	4.91	38.5	8.66	36.76	6.19	0.491	.69	.021
Autonomy	39.57	5.57	36.31	4.82	38.7	4.08	34.3	6.08	2.934*	.040	.115
Skills to fulfill the needs of life	40.21	6.49	40.02	5.92	38.5	5.58	37.00	7.33	0.895	.448	.038
Personal growth	40.57	5.38	40.94	4.41	41.20	5.69	38.38	5.81	0.91	.441	.039
Meaning of life	40.00	5.76	41.51	5.23	42.30	5.88	36.92	7.79	2.246	.091	.090
Self-acceptance	39.35	4.08	37.80	5.72	37.90	6.53	35.76	5.34	0.96	.417	.041

* $p < .05$; ** $p < .01$; *** $p < .001$

ANOVA results show that there are statistically significant differences between people working in different fields in terms of *Autonomy*, because $F = 2.934$, $p < .05$. For other parameters, there are no statistically significant differences between people working in different fields because the level of statistical significance of the F coefficient, $p > .05$ for all other indicators.

The results of the Post Hoc Test analysis make it possible to detect statistically significant differences between the average values of indicators when comparing groups in pairs for the following variables:

- In *Autonomy*, there are statistically significant differences between ballet school teachers and modern dance teachers (mean difference (I-J) = 3.25, $p = .049$);
- In *Autonomy*, there are statistically significant differences between ballet school teachers and art school teachers (mean difference (I-J) = 5.26, $p = .01$);
- In *Autonomy*, there are statistically significant differences between modern dance teachers and art school teachers (mean difference (I-J) = 4.39, $p = .046$);
- In *Meaning of Life*, there are statistically significant differences between modern dance teachers and art school teachers (mean difference (I-J) = 4.59, $p = .02$);
- In *Meaning of Life*, there are statistically significant differences between music school teachers and art school teachers (mean difference (I-J) = 5.37, $p = .035$).

For different variables, the value of the effect varied within the range of small from *Positive Relationships with Others* ($\eta^2 = .021$) to *Meaning of Life* ($\eta^2 = .09$). These results show that the impact of the factor on the dependent variables was relatively small. *Autonomy* is the only dependent variable that shows an average level of effect ($\eta^2 = .115$).

Along with the researched group of respondents, in Figure 4, according to Ryff's dimension characteristics, the mutual average indicators of the selected industries were compared. Since only a part of the pedagogues of the artistic orientation referred to the study, it would not be correct to generalize the results of the study regarding all the pedagogues depending on the artistic orientation. However, the authors believe that the proposed study reflects the relevant trends of the situation for the well-being of teachers, which is typical for Latvia at the moment.

In general, it can be concluded that art teachers have lower average scores in all scales compared to other sectors. However, on the scale of personal growth, the average indicators (38.385) are relatively almost the same as the indicators of the examined industries. Music teachers have the highest average score on the meaning of life scale (42.30): this could indicate that this group has a sense of purpose, as they understand what gives life purpose in light of the present and past events. For ballet school teachers, the average scores fluctuate around the same scores. On the other hand, modern dance teachers have the lowest score (36.314) on the autonomy scale, which shows that modern dance teachers are concerned about other people's expectations and evaluations, and rely on others' judgments to make a decision. The highest scores are in the meaning of life scale (41.514) and the ability to fulfil life's needs (40.029), which means a sense of mastery and competence, as well as the art of controlling a complex range of external activities: perhaps it can be connected with the great specificity of the professional activity of modern dance teachers, the ability to improvise and react to changes in the external world. The average indicators of respondents' answers and statistics data according to the criterion *Number of Respondents' Children*, are shown in Figure 5 and Table 4.

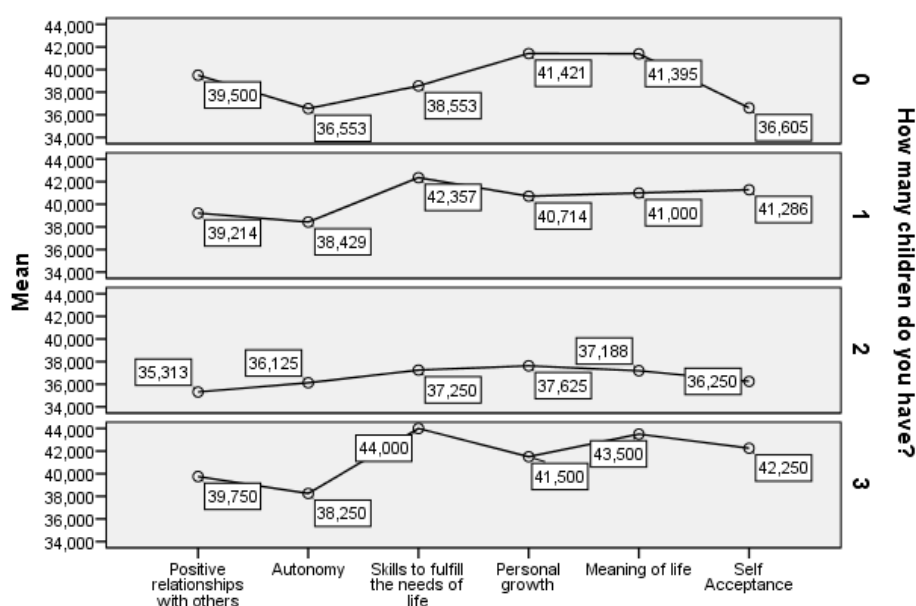


Figure 5. Mean Scores of Respondents' Answers According to the Criteria "Number of Respondents' Children" (N=72)

Table 4 Survey Statistics Data According to the Number of Respondents' Children Criteria (N=72)

How many children do you have?	0		1		2		3		F-ANOVA	p	η^2 (eta-squared)
	M	SD	M	SD	M	SD	M	SD			
Positive relationships with others	39.5	5.13	39.21	4.84	35.31	6.34	39.75	5.14	2.201	.095	.031
Autonomy	36.55	5.12	38.42	4.87	36.12	4.22	38.25	5.06	0.624	.601	.009
Skills to fulfill the needs of life	38.55	5.48	42.35	6.23	37.25	4.88	44.00	7.23	2.828*	.044	.039
Personal growth	41.42	5.83	40.71	4.14	37.62	5.22	41.50	6.54	2.336	.081	.033
Meaning of life	41.39	5.76	41.00	5.23	37.19	6.04	43.50	7.08	2.321	.082	.033
Self-acceptance	36.61	4.15	41.28	5.88	36.25	4.53	42.25	6.34	4.295**	.007	.059

* $p < .05$; ** $p < .01$; *** $p < .001$

ANOVA results show that there are statistically significant differences between respondents with different numbers of children in the *Skills to Fulfill the Needs of Life* indicator because $F = 2.828$, $p < .05$. There are also statistically significant differences between respondents with different numbers of children in terms of *Self-acceptance*, because $F = 4.295$, p

< .01. For other parameters, there are no statistically significant differences between respondents with different number of children because level of statistical significance of the F coefficient, $p > .05$ for all other indicators.

The results of the Post Hoc Test analysis make it possible to detect statistically significant differences between the average values of indicators when comparing groups in pairs for the following variables:

- In the *Positive Relationships with Others*, there are statistically significant differences between respondents with 0 and 2 children (mean Difference (I-J) = 4.18, $p = .016$);
- In the *Skills to Fulfill the Needs of Life*, there are statistically significant differences between respondents with 0 and 1 child (mean difference (I-J) = 3.8, $p = .048$);
- In the *Skill to Fulfill the Needs of Life*, there are statistically significant differences between respondents with 0 and 4 children (mean difference (I-J) = 5.44, $p = .05$);
- In the *Skills to Fulfill the Needs of Life*, there are statistically significant differences between respondents with 1 and 2 children (mean difference (I-J) = 5.1, $p = .023$);
- In the *Skills to Fulfill the Needs of Life*, there are statistically significant differences between respondents with 2 and 3 children (mean difference (I-J) = 6.75, $p = .049$);
- In the *Meaning of Life*, there are statistically significant differences between respondents with 0 and 2 children (mean difference (I-J) = 4.2, $p = .02$);
- In the *Self-acceptance*, there are statistically significant differences between respondents with 0 and 1 child (mean difference (I-J) = 4.68, $p = .005$);
- In the *Self-acceptance*, there are statistically significant differences between respondents with 0 and 3 children (mean difference (I-J) = 5.64, $p = .041$);
- In the *Self-acceptance*, there are statistically significant differences between respondents with 1 and 2 children (mean difference (I-J) = 5.03, $p = .009$);
- In the *Self-acceptance*, there are statistically significant differences between respondents with 2 and 3 children (mean difference (I-J) = 6.0, $p = .041$).

Art teachers with three children have the highest average scores in the skills to implement life needs (44.00); on the other hand, art teachers with three children (41.51) or no children (41.421) have the highest scores on the scale of personal growth. There are no significant differences in the autonomy scale index among art teachers, taking into account the number of children. Respondents with two children have the lowest indicators of positive relationships with others (35.13): this could be attributed to the lack of trusting relationships with others; it is difficult to be sincere and open because they may feel more isolated due to the many responsibilities. Interestingly, on the self-acceptance scale, artists with two children (36.25) and artists without children (36.605) show lower scores than artists with three children and artists with one child. Higher scores indicate accepting oneself with multiple contradictory characteristics, both good and bad. On the other hand, a low score indicates dissatisfaction with oneself and concerns about self-acceptance. In the meaning of life scale, the scores of respondents with three children (43.50), no children (41.395), and one child (41.00) are relatively equal and with a high score, but the lowest indicator appears for respondents with two children (37.188). High scores determine the ability to set goals in life, tasks that give life meaning, and the ability to feel the connection between the past and the future. Individuals oriented in this way tend to have more faith, hope, and general confidence in life, and that purpose is the engine that determines the direction for the good.

Discussion

In the context of national culture, it is necessary for people to preserve national traditions, which are good not only for the present but also for future generations. Stephenson (2023) especially notes that the preservation of cultural heritage is very important for protecting cultural diversity, fostering a sense of belonging, and passing on knowledge to future generations. Hoang (2021) has emphasized that preserving cultural values not only directly contributes to the country's socio-economic development but also helps create new values for future generations. These aspects are particularly important when it comes to the unique tradition in Latvia: by developing the traditions of song and dance festivals, the Latvian people have and will have the opportunity to preserve their national identity in the era of globalization, i.e., to discuss the sustainable development of Latvian art education and culture.

Transformational leadership serves to increase the motivation of employees, as well as to achieve progress in their important roles (Sahu et al., 2018), which is especially important in the field of arts education. Because of the importance of having a common goal in transformational management procedures, employees are motivated to progress since their leaders look toward the future, which has a positive impact (Buil et al., 2019). The results of the given study show that teachers' work, performed with dignity, would probably increase the sense of well-being, as well as reduce feelings of

anxiety and burnout. Music, ballet, dance, and visual arts teachers see their commitment as the foundation of the organization's success.

According to Sahu et al. (2018), transformational leaders articulate goals, paths and desires to achieve specific results that allow employees to ensure that his/her characteristics and individual needs are taken into account in the collective. In this context, it is about the management of the educational institution towards the well-being of the employees and reducing the pressure, because, as the data of this study shows, the burnout of art teacher negatively affects the results of the educational institution as a whole.

Conclusion

1. Due to the fact that

- research participants highly value mutual empathy, closeness, affection and sharing time with others;
- in the context of personal growth, respondents note the opportunity to develop, gain new experience and improve behaviour by developing personal growth;
- art teachers have important needs for the meaning of life, such as purposefulness, efficiency, self-esteem, positive self-evaluation are important mediators in the perception of the meaning of life,

the study finds that for art teachers, the needs of the meaning of life are vital, and such things as purposefulness, efficiency, self-esteem, positive self-evaluation are important mediators in the perception of the meaning of life.

2. For the preservation of cultural heritage, based on a sustainable approach, it is especially important for the management of art educational institutions to create the necessary conditions for the promotion of the well-being of art pedagogues. In order to motivate employees and promote their well-being, it is important a) to formulate a common goal in management procedures, b) to stimulate the development of employees (by organizing master classes, inviting foreign pedagogues and choreographers, creating new shows, concerts and guest performances); c) to create psycho-emotional condition in the organisation (to motivate art teachers to maintain a healthy lifestyle), which will positively affect the promotion of organizational culture.

3. Impact on a positive social change included an opportunity for arts education leaders to better understand effective strategies for increasing art teachers' prosperity. This, in turn, will affect the activity and results of educational institutions in the field of art, which can create positive foundations for sustainable development of art education in Latvia.

Recommendations

To improve the work of the organization, leaders have to create an organizational culture that lays emphasis on employees' well-being. In this context, they have to

- a) formulate goals and ways to achieve specific results, taking into account teachers' characteristic features and individual needs, because the desire of the management of the educational institution to ensure the well-being of teachers and to reduce constant pressure on them is especially important, because teachers' burnout negatively affects the results of the educational institution as a whole;
- b) create well-being promotion programs and work environments that will promote teachers' well-being;
- c) provide comprehensive training and career development for teachers and essential resources that meet today's demands.

These kinds of implications for positive social change included the opportunity for art education leaders to understand better effective strategies for increasing the well-being of art teachers. Effective strategies for fostering the well-being of art teachers will affect positive social changes and create positive foundations for the sustainable development of art education in Latvia. This, in turn, will affect the operation of educational institutions and educational results in general. Targeted and systematic implementation of positive changes and innovations focused on cooperation becomes relevant in the process of creating the culture of educational institutions.

Further research in this area, it could be recommended to explore external stressors, such as economic conditions or societal pressures as well as b) the views of educational leaders on effective strategies for improving the well-being of art teachers.

Limitations

As a limitation, this study focuses on the perspectives of Latvian music, ballet, dance and visual art teachers; therefore, future research could explore the perceptions of participants, working in the education field, from other countries. Furthermore, this study did not examine the perceptions of administration representatives and students. This type of research has been conducted in Latvia for the first time, therefore the obtained results make a significant contribution to the Latvian context in the field of cross-cultural psychology, as well as to further research in cross-cultural psychology.

Ethics Statements

The study was approved by the Research Ethics Committee in Social and Humanitarian Sciences of Daugavpils University. The participants provided their written informed consent to participate in this study.

Conflicts of Interest

The authors declare that they have no known competing financial interests or personal relationships that could have influenced the work reported in this paper.

Authorship Contribution Statement

Davidova: Editing/reviewing, critical revision of the manuscript, and final approval. Kokina: Conceptualization, analysis and supervision. Kokina: Data acquisition, writing, and analysis.

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