How PERMA Promotes Preschool Teacher Well-Being in Hong Kong : A 2-month Randomized Control Trial

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**Background**: Preschool teachers’ well-being is positively associated with their student’s development and learning outcomes. Developing a positive psychological intervention that can foster preschool teachers’ well-being would be essential.

**Purpose**: This study examined the effects of an intervention based on the PERMA (i.e., *positive emotion*, *engagement*, *relationships*, *meaning,* and *accomplishment*) model on well-being outcomes among preschool teachers in Hong Kong.

**Method**: We recruited 116 preschool teachers (*Mage* = 34.14 years, *SD* = 10.17, range = 21–59; female = 98.51%). Participants were randomly assigned to the intervention (*n* = 51; received four online workshops that cultivated the PERMA dimensions in 4 weeks) and waitlist control group (*n* = 65; only received the workshops after the data collection). Participants completed a survey that measured the PERMA dimensions of well-being at baseline 4- and 8-week follow-up occasions. MANCOVA and ANCOVA, controlling for gender, age, and teaching experience, were employed to examine the intervention effects.

**Results**: A significant time x group interaction effect was found in the MANCOVA, Wilks’ Lambda *F*(10,102) = 2.19, *p* = .02, *η2* = .18. The results of ANCOVA revealed that participants in the intervention group scored significantly higher on *engagement*, *relationship*, and *accomplishment* (*η2* = .02 to .05, *p* < .05) than those in the control condition across time.

**Conclusion(s)**: Our findings highlighted the effects of PERMA-based interventions to promote mental health of preschool teachers. Teachers are encouraged to engage in positive psychological activities (e.g., positive reappraisal and self-compassion) to cultivate their well-being.