by applying knowledge from other parts of the world. Recognition by using resources outside of the Eastern European context leads to understanding under different circumstances, i.e., values, politics, socioeconomic status, and allows for investigation of the analysis of schoolteacher well-being under varied societal pressures. This literature consists of primary data on several themes. The themes found in the literature can also be conceptualized as sources of pressure on schoolteachers. Sources include pressure from historical forces, pressure from parental expectations, pressure from societal expectations, and pressure from the structural environment and others. These themes will reveal the factors that cause systemic vulnerability on schoolteachers.

Research Question. Based on the mentioned gap in the literature regarding systemic factors leading to systemic vulnerability in schoolteachers, and the themes regarding sources of systemic pressure, this scoping review will address the following research question: Which systemic pressures contribute to vulnerability of teachers, and how do systemic pressures differ between countries with and without a totalitarian past.

This research question will be answered through the following sub-questions that bring together the different bodies of literature that deal with the different sources of pressure on schoolteachers.

- How does political/cultural past affect expectations among parents and the education system toward teachers? What are the main differences between countries with a totalitarian past in Eastern Europe and East-Asia as opposed to countries with a democratic tradition in Western Europe and North America?

- In which ways are parents a source of systemic pressures on teachers?

- In which ways is the education system a source of systemic pressures on teachers?

- How do systemic pressures affect the well-being of teachers?

- Which opportunities are there for mitigating these systemic factors?

First, the methodology underlying this scoping review will be explained. Second, the relevant literature will be overviewed. The given sub-questions will be used to structure the results section. Lastly, the findings and implications of the relevant literature will be discussed.

METHODOLOGY

Study Design and Search Strategy. A scoping review was conducted to assess the body of published literature relating to systemic factors contributing to vulnerability of schoolteachers beginning November 2021. The methodology of this scoping review was based on the Methodological Framework suggested by Arksey and O'Malley (2005) and the Preferred Reporting Items for Systematic Reviews and Meta-Analyses Extension for Scoping Review (PRISMA-ScR) (Tricco et al., 2018).

A preliminary search without a specified search syntax using Google Scholar and SCOPUS facilitated an overview of the relevant themes and prompted a productive search strategy. Subsequently, an electronic search of four databases (Scopus, ERIC EBSCO, PsycINFO, and Web of Science) was performed. Researchers agreed upon search syntaxes that fit the scope of the review. Key search terms included "School", "Teacher", "Parent*", "Societ* Pressure", and "East* Europe*." These terms were combined with secondary terms, such as, "expectation," "relation*, "socia*, "involvement" and "post-commun*." Secondary terms narrowed the scope of research

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to social, political, and professional relationships. The two variables ("East* Europe*" and "Societ* Pressure") were resolved before addressing the research question: (1) Due to insufficient representation of studies discussing teacher vulnerability in Eastern European countries, co-researchers decided to include (East* AND Europe*) in each search. To include this geographical region best ensured an equal representation between countries with and without a totalitarian past, without only directing focus to individual Eastern Europe countries. (2) Since the term 'vulnerability' yielded few relevant results, the decision was made to conceptualize it as societal pressure and from parent-teacher relationship which reflects what was meant with the term 'vulnerability'.

Four syntaxes were specified for each database to yield similar result totals beginning December 2021.

Table 1

Search Strategy. Key search terms.

Database	Search Syntax
Scopus	teacher* AND school AND parent* AND relation* OR involve* AND (East* AND Europe*) OR (post-commun*) OR (totalitarian) OR societ* OR pressure*
ERIC EBSCO	teacher AND school* AND parent* OR (teacher AND expect* AND socia* OR societ* AND (East* AND Europe*)
PsycInfo	teacher AND school* AND parent* OR relation* AND (East* AND Europe*) AND societ* OR socia* AND (teacher AND expect*)
Web of Science	(topic) teacher AND school* AND societ* AND system* OR post-communis* AND (teacher AND expect*) OR (parent* AND expect*) AND (East* AND Europe*)

Study Selection. Inclusion and exclusion criteria were formulated following the focused search. The inclusion and exclusion criteria were defined to reflect the scope of the research question. The PCC framework (Population, Concept, and Context) helped to further define inclusion and exclusion criteria. The co-researchers traced whether pressure on teachers originated from society, culture, or political action, and then analyzed how these factors influence parents/family and/or the educational system as a whole. Initially, the co-researchers decided to exclude titles related to children with disabilities and special education programs. The assumption was that outcomes and perceptions of these sub-populations may be quite different. Co-researchers recognize the impact which COVID-19 had on school environments, especially teachers, but studies related to COVID-19 were not included due to a lack of evidence of systemic factors that cause vulnerability.

Citations were exported to the application EndNote 20 to create the focused search pool and duplicates were removed. The citation exports were then transferred to an online research and collaboration tool Rayan.ai. Each coauthor (J.C.G., R.G) independently screened resulting titles of two of the four database searches. Based on determined inclusion and exclusion criteria articles were funneled into the next screening phase: abstract screening for relevance. Studies without an abstract were accessed, only the introduction of the study was considered during the abstract screening phase.

Inclusion and Exclusion Criteria are as follows:

Inclusion criteria
- Published in a peer-reviewed journal
- Written in English, German
- All publication dates
- Originally the scope of the search was limited to Eastern

Europe but due to the limited availability of published studies, the scope was expanded to many other regions

- Qualitative, Quantitative, and Mixed-Method Studies with primary data collection
- Studies with a focus on structural factors that affect schoolteachers
- Social role/status of teachers
- Historical role of teachers
- Social pressure
- Studies with a focus on parent-teacher relationships/expectations

Exclusion criteria
- Gray literature, books
- Not written in English, German
- Studies focused on the outcomes of vulnerability on teachers or students/children: (mental health, health outcomes of teachers, academic achievements)
- Studies related to specific contexts (Preschool, University, Special Education, Language courses)

After completion of the Articles screened for relevance phase, remaining articles from the focused search and the preliminary search were combined. During the Articles screened for access phase full-text language was noted and availability of access was determined. If the study was written in a language other than English or German, we scanned for (official) translated versions, and if translated versions were not available then the article was excluded. Only studies which produced primary data were included. There were no exclusions based on the utilized methodology whether quantitative or qualitative. If access was denied, co-researchers requested access and as of December 24, 2021 no positive responses had been received.

The focused search retrieved 4749 studies. The preliminary search retrieved 55 studies, as well as six articles recommended by an expert Lidiia Chorna on Eastern Europe, thus yielding 61 studies in total. The same strategy was utilized to funnel studies from the focused and preliminary search pools. After duplicates and non-relevant titles were removed 168 studies and 48 studies remained from the focused search preliminary search respectively. After evaluating the abstracts of articles, 41 article were selected.

Data Extraction and Analysis. An extraction table was made (Supplementary Excel Table) to overview and analyze the results of the selected 41 studies (32 - focused search, 9 - preliminary search). The categories were "general information," "introduction," "sample," "methodology," "results," and "Discussion/Conclusion". Each category consisted of multiple sub questions that provided more detailed information. Data within the extraction table was cross checked by the reviewers. Thematic coding was used to identify patterns in Supplementary Excel Table, primarily using the results section, to provide a descriptive account of the data. The information in the results section was copied directly into the extraction table from the original text, therefore reviewers are confident in the reliability of the data. Open coding was done on the "Results" and "Discussion/Conclusion" categories. Axial coding was done to merge codes into major themes. These include "pressure from parents", "systemic work conditions", "societal factors", and "political factors", and "cultural factors". After assessing full texts during the Full assessment phase, 22 articles were included: 18 from the focused search and 4 from the preliminary search. A summary of the selection process can be found below (Figure 1). Thus, at this stage, another 19 articles from the Supplementary Excel Table were rejected for lack of information on methods of collecting primary data, lack of technical ability to translate the full text of articles in English or German, or the authors did not provide

researchers with full text for their requests.

Quality Assessment. The methodological quality of each article was assessed independently byeach co-researcher using an extraction table fit to the study design. Articles, regardless of the methodological design, were scored on the same scale (0="none", 1="partial", 2="yes"); each appraisal category stipulates qualitative and quantitative methodology (there were 12 categories). Researchers duplicated appraisal for 27.2% of the included studies. By appraising the same articles, the co-researchers confirmed that the individual appraisal opinions were similar. The co-researchers did not exclude articles based on quality since no articles scored less than 10/24 points. The indicators of these articles ranged from 12 to 23 points. The article "Satisfaction with the Collaboration Between Families and Schools - The Parent's View" (Paccaud et al., 2021) received the highest number of points – 23 points.

Additionally, a majority of articles had a qualitative research design which made rigorous comparison of quality difficult
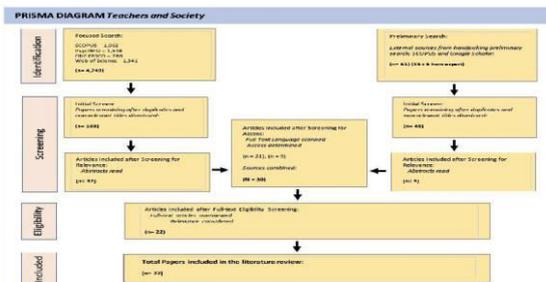

Figure 1
Search Strategy of scoping review

RESULTS

Description of Included Studies. Studies included in the scoping review varied in context, sample, and

methodology. Considering the boundaries set by the research question, context specifics were documented, especially in relation to geographical location and political past: South America (two), West Europe (twelve), North America (three), East Europe (four), and east Asia (two). Four studies were published in an East European language, i.e. Russian, Bosnian and Croatian, and therefore excluded during the access screening phase. Due to a lack of English or German language studies relevant to the context of (East* AND Europe*), only six studies accounted for a totalitarian past. Primary stakeholder perspective was a main focus while extracting sample data. A breakdown of the included primary perspective is the following: Teachers (twelve), Parents (three), Teachers and Parents (four), Teacher, Student and Parent (one), and Other (two). To include perspectives from other stakeholders gave co-researchers insight into how the teacher relationships between various stakeholders may vary from their own opinions. A majority of the data, 77.2%, either came from primary (elementary) school, secondary school, or both primary and secondary school. Lastly, methodologies of the 22 articles varied expectedly: Quantitative (five), Qualitative (ten), and Mixed Methods (seven).

When analyzing the data several themes emerged. The co-researchers categorized each prominent theme under three nested ecological systems levels; Macro-, Meso-, and Micro-. Macro-level examines cultural, social, and political factors that indirectly impose pressure. Meso-levels examine factors that directly impose pressure on teachers, such as parents, colleagues, and working conditions. Micro-level examines the outcomes of these pressures, outcomes which materialize with effects to teacher well-being. Bronfenbrenner (1979) originally constructed this ecological development framework, and three of the included articles had adapted it in their own work (Carlson et al.,

1997; Kelchtermans, 1996; Gao, 2008; Slišković et al., 2017).

The results will be presented in a way that addresses the research question. The themes that are presented are the sources of systemic vulnerability that were identified through the literature review. Within each theme, where applicable, differences in the pressures according to geographical context will be discussed.

Macro-level

Societal factors. Pressures to teachers involving public image may be correlated to low perceived status, socioeconomic and professional. Slišković et al. (2017) mention how teachers in Croatia experience a decline in professional status which contributes negatively to workplace attitudes. Köller et al. (2019), a study from Germany, report teachers having negative views on their own knowledge and competence due to media reports. Köller et al. find no such evidence in the media. Seven articles in which teacher pressure is contributable to either perceived low status or high societal expectations. Salakangas et al. (2020) explain that teachers from Finland experience pressures related to high societal expectations, and not an individualized perception of low professional status. This study is presented as an outlier because these two pressures show to be linked in other studies. Sakakangas also found evidence of societal support. Paula and Priževoite (2019) find Lativan teachers responsible for "contributing to shaping social attitudes and policies" and that they "carry a major responsibility for forming the future society", while teachers themselves complain of low social status and high societal expectation.

Political factors. Pressure directly from governmental decisions related to restrictive and limiting law, policy, and reform measures occurred in six articles [3, 7, 8, 9, 20, 18]. Governmental decisions revolved around policy and law, which was often converted into educational reform that mandated additional requirements from teachers. Reform effective from policy requirements affected both the satisfaction and comfort in completing job duties. For example, Lasky (2005) from Canada, Salokangas et al. (2020) from Ireland and Finland and Holden et al. (1994) from UK describe how new school reform alters the demands on teachers, and that these changes take away time for daily tasks and basic teacher responsibilities.

Cultural factors. Indirect cultural factors influence teachers regardless of geographical region or political past. Expectations that arise from cultural standards are shown to instill a fear of failing professional moral obligations in seven articles [3, 4, 5, 6, 8, 12, 15, 16]. Troman (2000) explains how a teacher in the United Kingdom acted upon her perceived moral obligations to pupils, parents, and colleagues instead of focusing on her own wellbeing. Yang et al (2011) admits that Chinese people traditionally place importance on education and view teachers with respect, but the public's view is shifting, and teachers are needed to cater to both the new and traditional cultural expectations. Gao (2008) from China states that for teachers to complain about their jobs indicates moral failure. Every article which presents a totalitarian past mentions pressures which arise from cultural expectations and moral obligations. Public image is a cultural pressure in four articles with (8,15,16) overlapping between both cultural themes. Teachers' concerns over public image breaches cultural and societal boundaries.

Meso-level

Pressure from parents. The majority of studies identified parents of students as a source of stress: 77.2% [1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 12, 15, 16, 19, 20, 21, 22] . There is a large consensus that parents represent a source of pressure on schoolteachers. The theme of parents as a source of pressure

on teachers emerged in both small-scale studies and large-scale studies [8, 9,11, 16, 21], thus suggesting that pressure from parents is indeed a systemic issue faced by many teachers. Parental pressure also spans different cultural contexts. In countries with and without a totalitarian past researchers report parental pressure to be an influential vulnerability. However, there are differences in how pressure presents. Five studies reported that parents and teachers have different expectations of education. Kelchtermans (1996) from Belgium states that different "visions of what 'good education' is' "persist". Gao (2008) from China adds that "the gap between parents' expectations and teachers' performance has precipitated a crisis of public trust in teachers and made teachers feel more vulnerable". Two additional studies highlighted distrust of parents towards teachers. Paula and Priževoite (2019) from Latvia find that the average degree of parental distrust in teachers' professionalism is 3.119 on a scale of 1 to 5 (SD 1.041), where 1 means 'do not face' and 5 means 'face very much'. In relation to parents, this study also found a problem of lack of respect from parents (Mean = 3.239, SD = 1.176). Disrespect is also observed in another Eastern European country. Slišković et al. (2017) from Croatia find that teachers are "exposed to being shouted at by disrespectful parents". There appears to be a pattern of high distrust in teachers in Eastern Europe. Slišković et al. (2017) also conclude that parents have a high place in the hierarchy of the education system and therefore schools tend to side with them over teachers out of fear. Lastly, teachers must increasingly balance their responsibility to teach the whole class with the needs of individual children (Kelchtermans, 1996). Parents show increasing "demands for children's academic success" in Switzerland (Paccaud et al., 2021) and "pressure relating to grades" in Croatia (Slišković et

al., 2017), especially as "families' investment in education increases dramatically" as a result of the commercialization of education in China (Gao, 2008).

Systemic work conditions. In an overwhelming 68.2% (15/22) of studies, teachers admitted that systemic work conditions were a major pressure [2, 4, 6, 7, 8, 9, 10, 11, 12, 15, 16, 18, 20, 21, 22]. A majority of these pressures stemmed from unreasonable workload, long hours, disruption of daily tasks and excessive demand, eleven studies met these criteria [2, 6, 7, 8, 9, 11, 12, 14, 15, 16, 18]. Articles from Eastern Europe and China highlighted this source of pressure. Yang et al. (2011) elaborate that teachers "spent a large amount of time on academic research" and they "spent time in the evenings and at weekends, preparing lessons, marking work, and organizing extracurricular events". In Croatia, Slišković et al. (2017) find that the teachers "undertake more administrative duties and prescribed tasks". This degree of work is not reflected in the salary. Five studies found that insufficient salary is a source of pressure on teachers [8, 14, 15, 16, 18]. The low salary is a source of pressure especially in combination with the mentioned high demand for teachers. This finding is further corroborated by Paula and Priževoite (2019) who conclude that around 70% of the Latvian respondents in their study agreed "that excellent teacher's work is not particularly appreciated". However, the systemic working conditions also play a role in Western Europe and America. Five studies concluded that a lack of control, decisional power, and autonomy [4, 11, 16, 20, 21] contributes to pressure on teachers. The consistency of this theme among different contexts may be because there is "an international tendency that teacher's autonomy is diminishing" (Stoeber and Rennert, 2008). Paula and Priževoite (2019) also find that "teachers feel pressure from extremely

high control and supervision by public and local authorities". Finally, the lack of adequate resources, funding, and support in the school environment was thematized in five articles [11, 13, 15, 18, 20].

Micro-level

Well-being, Effects on Well-being. Seven studies focus on burnout and/or signs of burnout as a general effect on teacher well-being [6, 10, 11, 14, 15, 16, 21]. Skaalvik and Skaalvik's (2009) explanation of burnout is used; "the three dimensions of teacher burnout are emotional exhaustion, depersonalization, and reduced personal accomplishment." Other examples of effects to well-being included a general concern for health (Köller et al., 2019), physical health (Martins et al., 2016; Troman, 2000), and effects to morale and confidence (Slišković et al., 2017; Troman, 2000; Skaalvik and Skaalvik, 2009). These studies represent Norway, Germany, Brazil, UK, Croatia. Since outcomes of individual teachers were not accounted for by search syntax, researchers recognize that the microsystem assessment of well-being may not be as comprehensive as the other ecological levels. Burnout and other outcomes are directly contributable to pressure stated in the macro- and the meso- levels.

Mitigating Factors

Summary of Mitigating Factors. Since mitigating factors were not the main focus of the scoping review, only ten articles included any suggestions [3, 5, 10, 11, 14, 15, 17, 18, 20, 21]. There was not much congruence in the recommendation of factors that can mitigate systemic pressure on teachers. Three articles included recommendations for increased school-family collaboration [3, 5, 21]. Furthermore, both Köller et al. (2019) and Paccaud et al. (2021) recommend changing the negative societal views of teachers. Together with Salokangas et al. (2020), Slišković et al. (2017) advocate for reform of or improved communication with

the administration of schools. Skaalvik and Skaalvik (2009) mention decreasing the workload of teachers which corresponds to the high degree of studies that problematize the high workload. More research is necessary to find mitigating factors that best address systemic pressure.

Table 1:
Summary of Included Studies.

#	Author	Country	Stakeholder Perspective(s)	Aim/Goals
1	Cullingford (1984)	UK	Parents (majority), Teachers	To reexamine what are the expectations of school, specifically teachers, in regard to the parents and to highlight the differences and similarities of the expectations involved between the parent-teacher relationship
2	Roberts (1985)	UK	Parents, Teachers	To examine the relationship between teacher/school and parent through the tendencies found through analysis
3	Holden et al. (1994)	UK	Parents (majority), teachers	To examine the extent of two issues: One, how parents and teachers hold differing views and differing values, and two, how each group is aware of the perceptions of the other.
4	Kelchtermans (1996)	Belgium	Teachers	To explore teachers' feelings of vulnerability. This vulnerability.
5	Carlson et al. (1997)	Sweden, Russia, USA	Teachers	To deepen understanding about the multidimensional relationships between early childhood programs and societal contexts in which they're embedded.

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#	Author	Country	Stakeholder Perspective(s)	Aim/Goals	#	Author	Country	Stakeholder Perspective(s)	Aim/Goals
6	Troman (2000)	UK	Teachers	To examine staff relationships in a primary school.	9	Westergård (2007)	Norway	Teachers, Parents	To assess whether teachers recognize parental complaints and to examine the relationship between teachers' perceptions of complaints from parents and (i) aspects of the classroom, (ii) teachers' general feelings of job satisfaction and processes at work and (iii) aspects of the school's professional climate.
7	Lasky (2005)	Canada	Teachers	To analyze the interplay among teacher identity, agency, and professional vulnerability in a context of large-scale secondary school reform					
8	Gao (2008)	China	Civilians: online forum	To explore the issue of teachers' professional vulnerability using a range of messages from an online teachers' community on the Chinese mainland					

#	Author	Country	Stakeholder Perspective(s)	Aim/Goals
10	Stoeber and Rennert (2008)	Germany	Teachers	To further investigate how perfectionism in teachers is related to stress, coping, and burnout by examining the relationships between different facets of perfectionism and stress appraisals, coping styles, and burnout.
11	Skaalvik and Skaalvik (2009)	Norway	Teachers	To examine relations between teachers' perception of the school context, teacher burnout, and teacher job satisfaction using four aspects as indicators.
12	Yang et al. (2011)	China	Teachers	To assess occupational strain and explore the related factors among Chinese teachers.
13	Widdowson et al. (2015)	New Zealand	Students 50%, Parents <25%, Teachers >25%	To examine the extent in which teacher, parents and student conceptions of education and the purpose of school are reflected in the beliefs of New Zealand learners and other education stakeholders.
14	Martins et al. (2016)	Brazil	Teachers	To identify the factors that have prompted stress situations for teachers in elementary school in the city of Campo Grande-AL.

#	Author	Country	Stakeholder Perspective(s)	Aim/Goals	#	Author	Country	Stakeholder Perspective(s)	Aim/Goals
15	Slišković et al. (2017)	Croatia	Teachers	To analyze of the sources of teachers' vulnerabilities and to gain deeper insight into Croatian teachers' perceptions of their profession, their work attitudes and the difficulties.	19	Antony-Newman (2020)	Canada	Parents	To explore the following questions: How do Eastern European parents see their role in their children's education? What do they say they do in terms of involvement in their children's education? How do the social and cultural capitals of immigrant parents shape their involvement?
16	Paula and Priževoite (2019)	Latvia	Teachers	To study teachers' views about the status and prestige of their occupation.					
17	Köller et al. (2019)	Germany	Media, Civilians	To investigate the social status of teachers (in media).	20	Salokangas et al. (2020)	Ireland, Finland	Teachers	To contribute to the comparison education systems between European countries by casting light on Irish and Finnish teachers' perceptions of their professional autonomy.
18	Vale and Maciel (2019)	Brazil	Parents	To identify the manner in which parents of students attending public schools represent teachers nowadays.					

#	Author	Country	Stakeholder Perspective(s)	Aim/Goals
21	Paccaud et al. (2021)	Switzer-land	Parents	To examine parent's experiences, needs and expectations regarding collaboration with schools, with a focus on important issues such as involvement in educational decisions, inclusion, and health.
22	Filik-Uyanik et al. (2021)	Turkey	Teachers	To explore how early childhood teachers perceive the confrontational behaviors of parents.

DISCUSSION

Sources of systemic pressure. The results of the present scoping review suggest that teachers experience pressure from a variety of sources. These can be categorized into micro-level, meso-level, macro-level. The factors on the meso-, and macro-level were highly relevant to the research question because they point to the systemic vulnerability of teachers. There is a consensus in the literature about the main sources of pressure indicated by the overlap in the major themes. Societal and cultural expectations are the biggest sources of pressure on the macro-level. Indirect pressures on the macro-level may also affect the micro-level, since teachers themselves are a part of the cultural and societal system. This can contribute to "self-imposed" pressure by teachers that has not been the focus of research until now.

Parents and the school environment are the biggest sources of pressure on the school-system level (meso-level). This trend of increased parental demands has been observed in the past (Webb & Vulliamy, 1996). Brown (1990) has even labeled it as a wave of "parentocracy". Studying this relationship further may allow for the connection of the bodies of literature concerning intrinsic factors that cause vulnerability of teachers and the systemic factors that were the focus of this review. Many of the identified sources of systemic pressure have been identified previously. For instance, a study by the European Commission found that "a higher salary", "a more recognized social status/better image of the profession", and "better working conditions" are needed to make the profession more attractive (Carlo et al., 2013). This review adds a categorization of these factors that may be used to guide further research and policy action.

Differences in systemic pressures according to context. The large consensus on the sources of systemic vulnerability also extends to both Eastern Europe and China who have been associated with totalitarianism, as well as countries in Western Europe or with a strong democratic tradition. Although teachers in Eastern Europe perceive themselves to be more vulnerable to systemic pressure than teachers in Western Europe, the results of this review demonstrate no clear difference in the pressures they

face. The perception is best reflected in the survey by Paula and Priževoite (2019). It confirmed "that teachers perceived their occupational prestige in Latvia as low and believed that in other European countries it is much higher." This conclusion, however, is not supported by the results of this study. The European Commission study also found that there is no clear difference in terms of western and eastern countries regarding calls for a better status or image and better working conditions (Carlo et al., 2013). Eastern European countries did, however, favor "a higher salary" (Carlo et al., 2013) as a policy option for increasing the attractiveness of the profession. This is also reflected in one of the included articles. Slišković et al. (2017) found that "Croatian teachers' views on their professional status" are influenced by "cultural and contextual specificities, such as a low national level of investment in education". Since pay is a determinant of social status (Hargraves & Dworkin, 2009), the substantially lower statutory salaries of teachers in Eastern Europe than in Western Europe (European Commission, 2018) may be a driving force behind the prevailing negative perception of their status among Eastern European teachers.

The lack of clear differences between factors that cause vulnerability of teachers beyond pay may be explained by the international decline of the status of the teaching profession. The scoping review shows that even in countries like China, where there is a long cultural tradition of teacher reverence (e.g. Fwu & Wang, 2002; Yang et al., 2011), systemic vulnerability of teachers increase as the demand on teachers increases and their social status declines.

RESEARCH/PRACTICAL VALUE

Overview: Aim and Results. The systemic vulnerability that teachers experience is influenced from pressures arising from ecological environments originally described by Bronfenbrenner (1979); meso-level, macro-level and micro-level. This scoping review set out to explore systemic pressures which contribute to the vulnerabilities of teachers, and how these pressures differ between countries with and without totalitarian political pasts. Not all systemic pressures derived from the comprehensively considered included articles were discussed in the results section, for example, seven articles [4, 6, 8, 10, 11, 15, 16] feature examples of teachers who felt pressure from colleagues or administrators. Other examples of pressure onto teachers that were not included in the results is government overregulation [6, 16] systemic work conditions, such as, difficulty accessing the workplace due to geographical boundaries [12] and the requirement to maintain responsibilities other than teaching [7, 8].

Key Findings. Conflicts between teachers and parents originate from indirect and direct factors defined by the macro and meso systems. Search syntaxes customized for each database emphasized the parent-teacher relationship; sixteen of the 22 articles mention the prevalence of parental pressure. Much of the conflict between parents and teachers is stimulated by opposing views of what a 'good education' means. Articles [12, 22] explain how these differences escalate to either verbal or physical conflict between the parties. Articles [3, 16] place

distrust between parents and teachers to be the main contributor of a disruptive parent-teacher relationship.

Additionally, articles [8, 14, 15, 16, 18] portray insufficient salary to be coupled with other systemic vulnerabilities, such as insufficient resources, heavy workload, and deficient curriculum. Finally, teachers' perceptions of a lack of control, decisional power, and autonomy correlates with political and governmental pressures. Burdensome governmental pressure whether due to reform, policy change, or cultural expectations related to political past play into perceptions of both low professional statuses, and a mismatch between teacher actions and the expectations of society.

Strengths and Limitations

To present this scoping review in full confidence researchers must be transparent with the strengths and limitations of our chosen methods. The search syntaxes displayed in Table 1 are at the core of the analysis. Due to these syntaxes, results were limited by the following examples: (1) outcomes derived in the microsystem, (2) colleague and administrator pressures, (3) use of (East* AND Europe*) without mentioning each country within Eastern Europe, and (4) limited scope of mitigating factors. Strengths were the amount of preliminary searching co-researchers conducted to best situate the search strategy. Other strengths were the different stakeholder perspectives which were examined, and conversely the depth in which the parent-teacher relationship was assessed

CONCLUSIONS

The present scoping review was able to demonstrate a clear consensus on the major sources of systemic vulnerability. The number of articles that were screened (n= 4749) in four databases and the exhaustive inclusion and exclusion criteria provide a rigorous basis on which to draw these conclusions and conduct future research. The findings are based on a broad range of regions, which suggests a degree of generalizability of the findings on the sources of systemic pressure.

This scoping view adds to the knowledge base of systemic vulnerability onto teachers regardless of cultural background; pressures stem from different stakeholders in the meso and macro environments. Skaalvik and Skaalvik (2016), Bauer et al. (2005) and Scheuch et al. (2015), augment with findings of the review that teachers retire early due to stress related to their careers.

Realities that underpin the various demands and expectations onto teachers is deeply rooted in culture and these roots reflect through the current constructed society (Hill, 2011). Whether you're a teacher from the United States and United Kingdom or a teacher from China, Russia or Latvia, similar factors weigh on professional pressure. However, a significant conclusion regarding differences between regions is not possible. The lack of available literature in English and exhaustive search strings, (including all Eastern European countries), limits the findings.

Differences between countries with and without totalitarian political past may be assessed to a greater extent if a research team is equipped with the proper language skills to analyze research from eastern European publications. Regardless of cultural context, pressure effects many teachers' ability to be

comfortable with the demands of their daily tasks, and their willingness to feel proud of their profession.

Implications for Future Research. Future research, policy, and practice on topics relative to professional pressure of teachers offers so much. Co-researchers found that systemic vulnerability onto teachers come from a variety of sources. As researchers we hope for the vulnerabilities discussed in the review to be expanded upon. The scope of this review did not include examination into how teacher skills learnt through professional training may contribute to career longevity and improved health outcomes. Many articles of the focused search, before the initial screening phase, included teacher education (Stroetinga et al., 2018), co-researchers are curious on how adequate training may improve upon microsystem outcomes. Secondly, future research may examine which nongovernmental organizations and governmental organizations are involved in developing the parent-teacher partnership. Along the same accord, future research may learn from past and current interventions of school systems that focus on the improvement of parent-teacher relationships and how these relationships may improve microsystem outcomes of all stakeholders: parents, teachers, students, and administrators. Lastly, an analysis into teacher-colleague relationship may be advanced; it is the co-researcher's assumption that this relationship is deeply embedded within similar vulnerabilities. Future research may examine the correlation of the pressures experienced by both teachers and colleagues/administrators. By identifying these most common stressors, research may dissect how improving these stressors could improve the realities of the school-context as a system (Radu, 2011). Future research should focus on ways that parent teacher relationships can be strengthened

to a point of healthy co-dependance. To raise a child takes a community, not just a teacher, not just a mother, father, or grandparent. This scoping review present a broad scope into which systemic vulnerability present pressure onto schoolteachers and, minimally, assesses shifts in well-being and offers some mitigating factors to these pressures.

Triangulation of the results with other sources and other views of stakeholders may also help increase the validity of the conclusions. Additionally, there is little comparative data available. The EU conducted a large-scale study but was also unable to collect sufficient answers to make valid conclusions on the variance of the professional status of teachers between countries (Carlo et al., 2013). On the basis of little qualitative data, it is difficult to conclude whether teachers in different regions face the same degree of vulnerability because it is not possible to establish a common baseline. Further research is needed to address these shortcomings. Comparative research is needed to examine whether schoolteachers in Eastern Europe face more severe systemic pressures that can be linked to the totalitarian past. Finally, the demonstrated consensus on the sources of systemic pressure on schoolteachers does not point to a "one size fits all" approach for policy action. The present research is useful in highlighting the structural problems faced by teachers, but policies to mitigate systemic vulnerability will need to be highly contextualized.

Conflict of interests

The Authors declare no conflict of interest.

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СИСТЕМНА ВРАЗЛИВІСТЬ ШКІЛЬНИХ УЧИТЕЛІВ: ВИКОРИСТАННЯ SCOPING REVIEW ЯК ІНСТРУМЕНТУ ПОРІВНЯННЯ СИСТЕМНОГО ТИСКУ НА ВЧИТЕЛІВ У КРАЇНАХ З ТОТАЛІТАРНИМ МИНУЛИМ І БЕЗ НЬОГО

АНОТАЦІЯ

Актуальність. Системна вразливість, яку відчувають вчителі, є соціальним тиском, що виникає на різних рівнях екологічних середовищ (Bronfenbrenner, 1979). Тиск на вчителів має особливості свого вияву в країнах з тоталітарним минулим і без нього. Не зважаючи на соціокультурний і політичний контекст, системний тиск впливає на здатність багатьох вчителів почувати себе комфортно, відповідно до своїх професійних повсякденних вимог, на їхню готовність пишатися своєю професією.

Тому визначення чинників системної вразливості вчителів у різних контекстах та рівнях соціального середовища є актуальним.

Метою дослідження є здійснення за допомогою Scoping review оцінки публікацій, які розкривають системні чинники уразливості шкільних учителів.

Методологія. Первинно було залучено 4810 публікацій з чотирьох баз даних (Scopus, ERIC EBSCO, PsycINFO, Web of Science); на етапі аналізу повних текстів розглянуто 22 статті. Дослідження презентують широкий діапазон географічних регіонів, що свідчить про ступінь узагальненості висновків щодо джерел системного тиску на вчителів у різних країнах.

Результати. У даній статті вперше виокремлено чинники системної вразливості вчителів на мікро- , мезо- та макрорівнях соціального середовища. Соціальні та культурні очікування є найбільшими наслідками тиску на макрорівні. Тиск на макрорівні може вплинути на мікрорівень, тобто на психологічне благополуччя вчителів, оскільки вони є частиною культурної та соціальної систем. Це може сприяти «самонав'язуваному» тиску зі сторони вчителів, який до цих пір не був у центрі уваги досліджень. Батьки та шкільне середовище є найбільшими джерелами тиску на вчителів на мезорівні. Більшість конфліктів між батьками та вчителями спричинена протилежними поглядами на те, що означає «хороша освіта». Зарегульованість урядом умов праці, вимога виконувати обов'язки, що не пов'язані з викладанням, тиск з боку адміністраторів, недостатні рівні заробітної плати та ресурсів системи освіти, велике шкільне навантаження, недостатньо розроблена навчальна програма є джерелами системного тиску на вчителів. Відсутність контролю зі сторони громадськості за прийняттям рішень шкільною адміністрацією та відсутність автономії закладів освіти корелює з політичним і урядовим тиском. Обтяжливий тиск з боку уряду, будь то через реформи, зміну політики або культурні очікування, пов'язаний із політичним минулим, формує соціальні репрезентації вчителя як такого, що має низький професійний статус, а також соціальні уявлення про невідповідність дій вчителів очікуванням суспільства. Великий консенсус досліджень щодо джерел системних вразливостей поширюється на країни Східної Європи та Китай, що були пов'язані з тоталітаризмом, а також на країни Західної Європи з сильною демократичною традицією. Оскільки заробітна плата є визначальним фактором соціального статусу, значно нижча заробітна плата вчителів у Східній Європі, ніж у Західній Європі, може бути провідним чинником негативного сприйняття серед східноєвропейських вчителів власного соціального статусу. Відсутність у різних країнах чітких відмінностей між факторами, що викликають вразливість вчителів поза оплатою праці, можна пояснити міжнародним зниженням статусу педагогічної професії.

Обмеженнями даного дослідження є недостатній обсяг публікацій про системний тиск на вчителів на мікрорівні та про чинники пом'якшення тиску.

Соціальні наслідки та практична значущість. Політика щодо пом'якшення системних вразливостей повинна бути високо контекстуалізована. Питання дослідження, які розкривають фактори на мезо- і макрорівні, можуть бути використані для повторного Scoping Review, оскільки вони вказують на системну вразливість вчителів.

Перспективи. Майбутні дослідження повинні бути зосереджені на способах, за допомогою яких відносини батьків-вчителів можуть бути посилені до розуміння ними здорової   співзалежності

КЛЮЧОВІ СЛОВА

міжгрупова взаємодія; соціальні очікування; шкільні вчителі; батьки учнів; вразливість; Європа; країни з тоталітарним минулим.

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