

Correction to: Social Support, Well-being, and Teacher Development



Correction to: **B. LAM, *Social Support, Well-being, and Teacher Development*, <https://doi.org/10.1007/978-981-13-3577-8>**

The original version of this book was revised: Author-provided text corrections have been incorporated.

In preface: I cannot thank him enough for his support to write for me as he knows me only at a distance; his foreword has added substantial strength to the book. A very special thanks should go to Prof. Dave Coniam for writing the other Foreword II and his valuable guidance to me during the course of writing this monograph. I have found this project more rewarding than I could have ever imagined as I learned under his mentorship. I would like to deeply thank Prof. Richard Ryan for writing the recommendation for the book. Through the investigations in this book, I have learnt much from Prof. Ryan's scholarship, and through my communication with him when inviting him to write the recommendation, I am truly benefit from his encouragement. I am sure that this feeling of support would last my academic career and lifetime.

To read as: I cannot thank him enough for his support to write for me as he knows me only at a distance. A very special thanks should go to Prof. Dave Coniam for writing the other Foreword II and his valuable guidance to me during the course of writing this monograph. I have found this project more rewarding than I could have ever imagined as I learned under his mentorship. I would like to deeply thank Prof. Richard Ryan for writing the recommendation for the book and his encouragement.

The updated version of these chapters can be found at
https://doi.org/10.1007/978-981-13-3577-8_1
https://doi.org/10.1007/978-981-13-3577-8_4
https://doi.org/10.1007/978-981-13-3577-8_7

In chapter 1: some might feel the competition of time and would want to minimise emotional work because of the heavy syllabus they have to cover in class (Lam, 2011a, 2011b, 2011c).

To read as: some might feel the competition of time and would want to minimise emotional work because of the heavy syllabus they have to cover in class (Lam, 2011a, 2011b).

Driven by the wish for ‘becoming the dragon’ (Chinese idiom) which prevails in Chinese societies, as a result of the degenerated Confucian heritage culture (Lam, 2011a, 2011b, 2011c),

To read as: Driven by the wish for ‘becoming the dragon’ (Chinese idiom) which prevails in Chinese societies, as a result of the degenerated Confucian heritage culture (Lam, 2011a, 2011b),

Lam, B. H. (2011b). A reflective account of a preservice teacher’s effort to implement a progressive curriculum in field practice. *Schools*, 8(1), 22–39

Lam, B. H. (2011c). The contexts of teaching in the 21st century. In S. N. Phillipson & B. H. Lam (Eds.), *Learning and teaching in the Chinese classroom* (pp. 1–30). Hong Kong: Hong Kong University Press.

To read as: Lam, B. H. (2011b). The contexts of teaching in the 21st century. In S. N. Phillipson & B. H. Lam (Eds.), *Learning and teaching in the Chinese classroom* (pp. 1–30). Hong Kong: Hong Kong University Press.

In chapter 4: While it provides teachers with a new approach to handling class ethos and improving class cohesion (Barrett & Randall),

To read as: While it provides teachers with a new approach to handling class ethos and improving class cohesion (Barrett & Randall, 2004),

The impact of teachers’ emotional support in increasing students’ academic achievement can partly be explained by the skills students adopt through teachers’ emotional work of scaffolding, and partly because of the positive attitude of teachers who WHO may have a positive influence on students.

To read as: The impact of teachers’ emotional support in increasing students’ academic achievement can partly be explained by the skills students adopt through teachers’ emotional work of scaffolding, and partly because of the positive attitude of teachers who may have a positive influence on students.

These researchers proposed structure and autonomy support as inseparable in teaching to produce effective learning outcomes.

To read as: These researchers proposed autonomy support and structure as inseparable in teaching to produce effective learning outcomes.

In chapter 7: Third, organisational support is crucial for developing teachers. Since the investigation revealed that students are the source of teacher satisfaction, and giving support to students is most satisfying for teachers, schools should seek ways to promote teacher—student relationships and accommodate teacher—student interactions at the organisational level, e.g. creating time in the school timetable for student—teacher meetings and consultations,

To read as: Third, organisational support is crucial for developing teachers. Since the investigation revealed that students are the source of teacher satisfaction, and giving support to students is most satisfying for teachers, schools should seek

ways to promote teacher-student relationships and accommodate teacher-student interactions at the organisational level, e.g. creating time in the school timetable for student-teacher meetings and consultations,

The use of a social support perspective to systematically measure educational processes and outcomes is still not common in educational research, while the existing literature partly refers to common topics such as student—teacher relationships and teacher’s emotional support without giving specific explanations of such terms.

To read as: The use of a social support perspective to systematically measure educational processes and outcomes is still not common in educational research, while the existing literature partly refers to common topics such as student-teacher relationships and teacher’s emotional support without giving specific explanations of such terms.

Regarding methodology, qualitative study and qualitative study instruments are recommended to elaborate the features of social support and the outcomes for students, and teachers’ personal thoughts in teaching.

To read as: Regarding methodology, quantitative study and qualitative study instruments are recommended to elaborate the features of social support and the outcomes for students, and teachers’ personal thoughts in teaching.

The erratum book has been updated with the changes.