



EMPOWERING TEACHERS: UNDERSTANDING AND ENHANCING TEACHER'S PSYCHOLOGICAL WELL-BEING IN EDUCATIONAL CONTEXT

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RESEARCH ARTICLE



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Abstract

Teachers are crucial in influencing the intellectual, emotional, and social growth of their students, which makes their psychological well-being vital for effective teaching and the overall quality of education. Psychological wellbeing includes emotional stability, self-acceptance, resilience, a sense of purpose, personal growth, healthy interpersonal relationships, and a balanced work-life dynamic. Teachers who possess high exhibit increased motivation, self-efficacy, and job satisfaction, which allows them to tackle classroom challenges, engage students, and cultivate a nurturing learning atmosphere. In contrast, low psychological wellbeing may result in stress, burnout, and diminished teaching effectiveness. This paper explores the fundamentals and major factors influencing teachers' psychological well-being, such as workload, leadership support, peer relationships, recognition, and chances for professional development. Additionally, it addresses strategies to improve psychological well being, including promoting teacher autonomy, fostering continuous learning, creating mental health support systems, encouraging mindfulness and self-care practices, and nurturing a positive school environment. Enhancing teachers' psychological well-being is essential not only for their personal and professional development but also for better student outcomes, classroom interactions, and the overall quality and sustainability of educational institutions.

Keywords: *Psychological well-being, Self-efficacy, Resilience, Job satisfaction, Professional development, Emotional intelligence, Teacher empowerment*

Introduction

Teachers play an essential role in shaping the intellectual, emotional, and social growth of their students. Therefore, their psychological well being is a key factor in maintaining the quality and effectiveness of education. A teacher's psychological and emotional condition directly affects their enthusiasm, ability to manage the classroom, and interactions with students. Psychological well-being is characterized by a state of positive functioning that encompasses self-acceptance, emotional stability, a sense of purpose, personal development, and healthy relationships. For teachers, sustaining high levels of psychological well-being fosters resilience, motivation, and job satisfaction, enabling them to cultivate a nurturing and engaging learning atmosphere for their students. In recent times, there has been increasing concern about the mental health of teachers as they encounter ongoing pressures, including a heavy workload, administrative responsibilities, emotional demands, and swift changes in education. The issue of teacher well-being has gained more attention lately. Psychological well-being pertains to an individual's assessment of their ongoing happiness; satisfaction with their physical and mental health, and how this relates to various psychosocial factors such as life satisfaction or job satisfaction (Garg & Rastogi, 2009). The notion of well-being is broad and has been explored in numerous studies. It has become a crucial focus in the recent research in positive psychology. This concept is connected to positive functioning, happiness, personal growth, and self-fulfillment, among other elements. Ryan and Deci (2001) observed that well-being impacts teaching, parenting, governance, and therapy, as all these endeavors seek to enhance people's lives. The Sustainable Development Goals (SDG-3) related to good health and well-being, set by the United Nations in 2015, call for a united effort to guarantee healthy lives and promote well-being for individuals of all ages by the year 2030. From this perspective, the well-being of students also depends on teachers experiencing their own well-being. Well-being has attracted considerable attention in the behavioral sciences due to its positive effects on various life dimensions and professional success.

The World Health Organization describes health as "a condition of complete physical, mental, and social well-being and not just the absence of illness or disability" (Ryff & Singer, 1998). The relationship between physical and mental health is characterized by interconnected factors; each factor can influence the other, functioning as both cause and effect (Barr, Kirkcaldy, Robinson, Poustie, & Capewell, 2005). Cenkseven-Önder and Sari (2009) define teacher well-being as an overall state of wellness that

includes life satisfaction and a balance of positive and negative feelings. In the constantly evolving and challenging field of education, teachers' psychological well-being is acknowledged as a vital aspect of human life that is essential for effective professional functioning and self-efficacy (Tikhomirova et al., 2022). Mugambi et al. (2015) indicated that psychological well-being is essential not only for the personal health and satisfaction of teachers but also for the quality of the instruction they deliver, which impacts the overall learning atmosphere. Psychological elements such as emotional intelligence (EI), stress management, resilience, burnout, and self-efficacy play a key role in this well-being (Kyriazopoulou and Pappa, 2023; Maamari and Salloum, 2023; Mancini et al., 2022; Pozo-Rico et al., 2020; Pozo-Rico et al., 2023; Supervía and Bordás, 2020; Wang and Wang, 2022). Recent research has increasingly focused on well-being instead of disorder and dysfunction (Huppert, 2009). In the studies concerning positive mental health, the concept of well-being is seen as a multifaceted idea that includes two main approaches: subjective well-being and psychological well-being (Cenksever & Akbaş, 2007). Andrew and Whitney (1976) characterized psychological well-being as an individual's assessment of their life, which can be seen as life satisfaction—a cognitive evaluation—or an emotional state where positive emotions prevail over negative ones. Ryff (1989) highlighted essential components of psychological well-being, including autonomy, relationships, self-acceptance, environmental mastery, finding meaning in life, and personal growth. According to Alam and Rizvi (2012), well-being signifies a sense of fulfillment related to one's work role, happiness, and satisfaction with daily life. It embodies a perception of accomplishment, belonging, functionality, and the absence of dissatisfaction, anxiety, and distress. The purpose of this paper is to examine the factors that affect teachers' psychological well-being and to propose methods for improving it within educational settings. By recognizing the significance of psychological well-being, the research seeks to offer insights that can assist schools in establishing supportive environments where educators can flourish emotionally, professionally, and personally. Enhancing psychological well-being among teachers is crucial not only for their personal development but also for cultivating a productive, resilient, and high-performing educational system. Ensuring that teachers maintain their psychological well-being allows them to stay motivated, perform effectively, and positively influence student learning, classroom dynamics, and overall school achievement.

The importance of Psychological Wellbeing for Teachers

Psychological well-being is characterized by a constructive mental state that encompasses happiness, emotional stability, satisfaction with life, a sense of purpose, and resilience. It goes beyond simply lacking stress or illness; it involves having positive feelings and achieving personal fulfillment. Teachers who experience high psychological well-being are typically more enthusiastic, innovative, and driven, which enables them to effectively handle classroom challenges and foster positive relationships with their students. On the other hand, low psychological well-being may lead to emotional exhaustion, decreased morale, and a decline in the quality of teaching. Well-being encompasses an individual's physical, emotional, and psychological health (Ferguson, 2008). The notion of well-being is closely linked to the physical fitness of teachers. Fitness encompasses social, emotional, spiritual, and cognitive aspects.

Improves Teaching Effectiveness and Pedagogical Quality: Teachers with strong psychological well-being demonstrate increased enthusiasm, creativity, and focus in their teaching methods. Their emotional stability allows them to plan efficiently, implement student-centered strategies, and adjust to various classroom dynamics. As a result, students experience enhanced teaching quality and improved academic performance.

Mitigates Occupational Stress and Burnout: The teaching profession is inherently challenging, encompassing emotional labor, time constraints, and administrative duties. Psychological well-being serves as a protective factor against these pressures, enabling teachers to maintain emotional balance and resilience. Mentally healthy educators are more capable of handling workload demands, minimizing burnout and fostering long-term professional viability.

Enhances Classroom Atmosphere and Increases Student Participation: A teacher's emotional condition significantly impacts the social and emotional dynamics of the classroom. Teachers who exhibit calmness, empathy, and psychological stability foster safe, inclusive, and encouraging learning environments. Such settings boost students' engagement, collaboration, and emotional safety, all of which are crucial for successful learning.

Bolsters Teacher Self-Belief and Professional Assurance: Psychological wellness boosts teachers' confidence in their capacity to affect student success and effectively manage classroom interactions. Instructors with high self-efficacy show resilience in difficult circumstances, embrace innovative teaching methods, and uphold a growth-focused attitude toward their career.

Encourages Healthy Interpersonal Connections and a Positive School Atmosphere: Teachers with strong psychological wellbeing communicate better and build constructive relationships with students, parents, and their colleagues. These engagements cultivate a cooperative and encouraging school culture, enhancing teamwork, trust, and overall institutional harmony.

Supports Lifelong Learning and Career Development: Psychological well-being fosters an internal drive for ongoing professional advancement. Teachers who are psychologically healthy actively participate in reflective practice, pursue new knowledge, and incorporate contemporary teaching methods, thereby boosting their skills and flexibility in the changing educational environment.

Promotes Institutional Stability and Educational Quality: The overall Psychological well-being of teachers enhances the effectiveness of educational institutions. Schools that prioritize the mental health of their teachers experience increased job

satisfaction, lower rates of absenteeism, and better academic results. A teaching workforce that is mentally healthy guarantees the ongoing quality and sustainability of the education system.

Objectives

1. Explore the distinct dimensions of psychological well-being among teachers.
2. Examine factors contributing to psychological well being challenges.
3. Evaluate strategies for improving psychological well being.
4. Analyze the impact of psychological well being on Teacher's job satisfaction.
5. Explore the relationship between Teacher's psychological well being and teacher-student relationships.
6. Investigate approaches to enhancing teacher well-being in educational settings.

Methodology

The research report uses only secondary information as its foundation. The study uses an interpretive methodology, gathering and analyzing qualitative evidence through the documentation of publications, research papers from journals, documents gathered by different authorities and institutions, papers appearing in local, national and worldwide publications and web-based resources.

Fundamentals of Psychological Well-Being among Teachers

Teacher's happiness and productivity in educational settings are directly correlated with the state of their minds. The following are important fundamentals:

1. **Emotional Stability and Self-Regulation:** Teachers who possess emotional stability are able to handle stress, control their emotions, and maintain composure when faced with challenges in the classroom. This ability allows them to effectively address disruptive behavior, cope with workload pressures, and meet student needs, thereby creating a positive and nurturing learning atmosphere.
2. **Self-Efficacy and Professional Competence:** A strong sense of self-efficacy empowers teachers to trust in their capability to manage classrooms, deliver impactful instruction, and positively affect student outcomes. Confidence in their professional abilities boosts motivation, determination, and job satisfaction, acting as a safeguard against stress and burnout. It is vital for educators and those involved in teacher training to prioritize their own well-being, as a teacher's mental health is considered crucial for their sense of efficacy (Day & Qing 2009).
3. **Positive Interpersonal Relationships:** Building positive relationships with colleagues, students, administrators, and parents is vital for the well-being of teachers. Having social support offers emotional relief, lessens feelings of isolation, and promotes a collaborative, respectful, and inclusive school atmosphere.
4. **Work Life Balance:** Achieving a balance between work and personal life is essential. Teachers who effectively manage their time and engage in rejuvenating activities outside of their job experience lower levels of stress and emotional fatigue, leading to greater long-term involvement and well-being.
5. **Sense of Purpose and Professional Fulfilment:** Teachers who find their work meaningful gain intrinsic satisfaction and motivation. A strong sense of purpose boosts resilience, fosters dedication, and reinforces commitment to professional development.
6. **Resilience and Coping Strategies:** Resilience allows teachers to respond to difficulties, bounce back from disappointments, and keep a positive outlook. Productive coping techniques, such as problem-solving and reflective practices, assist teachers in managing stress in a healthy way and preserving their mental well-being.
7. **Autonomy and Institutional Support:** Having autonomy in decision-making and effective institutional support fosters overall well-being. Teachers who feel empowered, acknowledged, and are given access to resources and mentorship tend to experience greater motivation, job satisfaction, and opportunities for professional development.

Factors Contributed to Teachers' Psychological Well-Being

The psychological well-being of teachers is affected by a complicated interplay of personal, organizational, and social factors. The educational setting frequently requires emotional resilience, adaptability, and strength, making it crucial to pinpoint the factors that either support or obstruct their mental health. Here are some key elements that greatly influence teachers' psychological well-being in educational settings:

1. **Workload and Job Demands:** One of the most significant stressors faced by teachers is an overwhelming workload. Teachers commonly have to handle large classes, fulfill administrative responsibilities, develop lesson plans, evaluate student performance, and engage in extracurricular activities. When the demands of the job surpass a teacher's available resources and coping mechanisms, it results in stress, fatigue, and burnout. Constant demands to achieve academic goals and adjust to evolving curricula or policies can reduce motivation and psychological well-being, ultimately affecting both teaching effectiveness and job satisfaction.
2. **The Role of Administrative Support and Leadership.** The effectiveness of school leadership is crucial in influencing teachers' emotional well-being. Leaders who are supportive and understanding, value teachers' contributions, offer guidance, and encourage open communication create an environment of belonging and trust. On the other hand, authoritarian or unsupportive leadership styles can foster a detrimental work atmosphere, leading to dissatisfaction and

disconnection. Strong leadership that prioritizes collaboration, recognition, and emotional awareness can greatly improve teachers' feelings of empowerment and psychological health.

3. **Peer Connections and Teamwork:** Strong interactions among colleagues foster a supportive and positive school atmosphere. Cooperation, respect for one another, and collaborative efforts create a sense of community and diminish feelings of isolation. When teachers work together, share resources, and exchange ideas, they find greater job satisfaction and emotional stability. Conversely, competition, discord, or poor communication among peers can adversely impact teachers' morale and well-being.
4. **Balancing Work and Life:** Achieving a healthy equilibrium between professional duties and personal life is essential for psychological wellness. Teachers who find it difficult to separate their work obligations from home life frequently face chronic fatigue, anxiety, and emotional distress. Sufficient rest, quality family time, and recreational pursuits are crucial for emotional recovery and sustaining mental health. Schools that honor personal boundaries and offer flexible work options positively impact teachers' overall well-being.
5. **Acknowledgement and Opportunities for Professional Development:** Acknowledging teachers' contributions and successes acts as a significant motivator and boosts morale. When teachers feel appreciated for their efforts, their self-worth and job satisfaction improve. Access to professional development opportunities like training sessions, workshops, and pathways for career advancement further enhances psychological well-being by fostering self-efficacy and a sense of direction. Conversely, the absence of recognition or growth opportunities can lead to feelings of demotivation, frustration, and psychological strain.

Strategies for Enhancing Teachers' Psychological Well-Being

To enhance the psychological well-being of teachers, a comprehensive strategy that meets both individual and organizational requirements is essential. A nurturing environment, along with effective coping mechanisms and chances for professional development, can assist educators in achieving emotional stability and job satisfaction. The following approaches can be adopted by schools, administrators, and the teachers themselves to promote mental well-being in educational environments.

1. **Promoting Teacher Autonomy and Participation:** Involving teachers in decision-making processes empowers them and reinforces their sense of ownership and control over their responsibilities. When teachers are allowed the flexibility to create lessons, choose teaching methods, and influence school policies, they feel appreciated and acknowledged. This kind of autonomy cultivates intrinsic motivation and boosts self-efficacy, both of which are vital for psychological well-being. Therefore, schools should promote participatory leadership and regard teachers as vital contributors to the growth of the institution.
2. **Encouraging Professional Development and Continuous Learning:** Regular opportunities for professional growth allow educators to enhance their abilities, adjust to emerging educational trends, and boost their confidence in teaching. Training sessions, workshops, and peer mentoring not only broaden teachers' skills but also encourage a feeling of achievement and self-worth. Ongoing education provides mental stimulation and prevents stagnation, which positively impacts teachers' emotional and psychological well-being.
3. **Establishing Mental Health Support Systems:** Schools ought to incorporate organized mental health initiatives within the educational setting. Counselling services, peer support networks, and stress management workshops can equip teachers with effective strategies to tackle professional challenges. Providing access to psychologists or mental health experts enables educators to share their concerns and cultivate coping strategies. Establishing a culture that normalizes discussions around mental health helps reduce stigma and promotes overall well-being.
4. **Encouraging Mindfulness, Self-Care, and Emotional Resilience:** Teachers should be motivated to embrace mindfulness techniques and self-care practices to effectively handle stress. Approaches like meditation, deep breathing exercises, journaling, and yoga can assist in managing emotions and enhancing concentration. Strengthening emotional resilience allows teachers to face challenges while maintaining their mental health. Schools can promote these practices by offering wellness sessions, relaxation intervals, or guided workshops that emphasize emotional well-being.
5. **Building a Positive and Supportive School Climate:** A thriving school environment is one where teachers feel secure, respected, and appreciated. Positive relationships among administrators, peers, and students foster a sense of belonging and emotional safety. When recognition and teamwork are integral to the school ethos, teachers experience less stress and higher job satisfaction. Establishing inclusive environments, celebrating successes, and ensuring transparent communication all contribute to a supportive atmosphere that nurtures psychological health.
6. **Promoting Work-Life Balance:** Educational institutions should acknowledge the significance of preserving teachers' personal and professional boundaries. Manageable workloads, adaptable schedules, and equitable distribution of responsibilities enable teachers to manage stress successfully. Urging teachers to value personal time, engage in hobbies, and spend quality moments with family aids in emotional replenishment. When teachers find balance between their work and personal lives, they tend to perform better and demonstrate increased psychological stability.

Impact of psychological well being on Teachers Job Satisfaction

The psychological well-being of teachers is a significant determinant of their job satisfaction, involving various aspects like emotional stability, resilience, self-efficacy, a sense of purpose in their work, and general mental health. Teachers who possess higher levels of psychological well-being are more adept at coping with the intricate and demanding aspects of their roles, which

require them to address the diverse needs of students, fulfill curricular requirements, uphold classroom management, and juggle administrative duties. Emotional stability empowers teachers to manage stress and challenges in a constructive manner, mitigating feelings of frustration and preventing burnout. Meanwhile, resilience allows teachers to bounce back from difficulties and maintain their motivation, even in high-pressure scenarios. The belief in their own professional competence, known as self-efficacy, encourages teachers to adopt innovative teaching methods, adjust to changing educational standards, and experience a greater sense of achievement in their work. Furthermore, psychological well-being plays a crucial role in enhancing teachers' relationships with others in the school setting. Educators who maintain emotional balance and good mental health are more inclined to interact positively with their colleagues, students, and parents, thus promoting collaboration, support, and a unified school culture. A nurturing work atmosphere, acknowledgment of teachers' contributions, and chances for professional growth significantly strengthen the positive impact of psychological well-being on job satisfaction by reinforcing one's sense of purpose, agency, and professional identity. Teachers who enjoy high psychological well-being show greater dedication to their roles, engage more fully in their teaching activities, and sustain their enthusiasm for teaching, all of which contribute directly to their job satisfaction.

Additionally, the effect of psychological well-being on job satisfaction is not limited to personal experiences but also influences organizational results and student success. Teachers who are mentally and emotionally healthy are more likely to foster a positive classroom environment, utilize effective teaching strategies, and respond compassionately to the academic and emotional needs of their students. This not only enhances their own satisfaction and sense of professional fulfillment but also promotes student engagement, learning achievements, and overall school effectiveness. In contrast, teachers with poor psychological well-being are more susceptible to stress, burnout, absenteeism, and disengagement, which adversely affect their job satisfaction and compromise educational quality. Hence, psychological well-being acts as both an individual and professional asset that directly affects teachers' job satisfaction while also influencing broader educational outcomes indirectly. Acknowledging this importance, educational institutions must create environments that nurture teacher well-being through supportive policies, opportunities for professional development, recognition initiatives, manageable workloads, and social-emotional support systems, ensuring that teachers can uphold both their mental health and job satisfaction.

Relationship between Teachers psychological well-being and the teacher-student relationship

The psychological well-being of teachers is a crucial factor that affects the quality, depth, and effectiveness of relationships with students, influencing the emotional atmosphere of the classroom as well as the academic and social-emotional outcomes for students. Psychological well-being includes aspects such as emotional stability, resilience, self-efficacy, stress management, and a sense of professional purpose, all of which directly influence how teachers engage with their students. Teachers who possess high psychological well-being can better manage their emotions, exhibit patience, and respond to the unique needs of students with empathy and compassion. Such educators effectively navigate classroom challenges, including disruptive behavior, diverse learning requirements, and interpersonal conflicts, without letting stress or negative feelings undermine the learning environment. When teachers maintain good psychological health, it fosters positive and trusting relationships with their students, characterized by effective communication, mutual respect, and emotional support. Emotionally and mentally resilient teachers are more inclined to adopt student-centered teaching strategies, deliver personalized feedback, and cultivate a safe and inclusive classroom environment. These approaches not only enhance students' academic engagement and motivation but also promote their social-emotional growth, self-esteem, and sense of belonging. Furthermore, strong teacher-student relationships enhance classroom cohesion, decrease behavioral problems, and improve overall learning outcomes, highlighting a reciprocal relationship between teacher well-being and student achievements. Emotional fatigue are more likely to exhibit irritability, detachment, and diminished responsiveness in the classroom. Such conditions can deteriorate the quality of interactions with students, escalate classroom conflicts, and adversely affect student motivation, learning outcomes, and emotional development. The negative impacts on teacher-student relationships emphasize the need to prioritize the mental and emotional health of teachers as a key component of educational effectiveness. Support from institutions and organizations is essential for enhancing teachers' psychological well-being and, consequently, improving teacher-student relationships. Professional development opportunities, emotional support mechanisms, mentorship, peer collaboration, acknowledgement of teacher contributions, and reasonable workloads are vital for sustaining teacher well-being. Schools that cultivate a positive organisational environment, endorse autonomy, and encourage participative decision-making allow teachers to connect with their students more fully and empathetically. By prioritising teachers' psychological health, educational institutions can not only boost teacher satisfaction and performance but also foster nurturing and effective relationships with students, which are vital for student engagement, academic success, and comprehensive development.

In summary, the connection between teachers' psychological well-being and their interactions with students is mutually reinforcing. Teachers in good mental health are more equipped to establish strong, supportive relationships with students, and these positive interactions further enhance teachers' satisfaction, motivation, and professional fulfillment. Therefore, acknowledging and nurturing this relationship is essential to educational practices, policies, and institutional responsibilities.

Educational implications

The psychological well-being of teachers is essential for effective education, making its enhancement crucial for enabling teachers to excel in their professional duties. When teachers experience high psychological well-being, they are better equipped to handle the various demands of the classroom, maintain emotional stability, and respond compassionately to the academic and

emotional needs of their students. Teachers in a healthy psychological state can establish strong relationships with their students, cultivate a cooperative classroom atmosphere, and encourage student engagement, motivation, and learning outcomes. This illustrates the direct connection between the mental health of teachers and the quality of education provided. Educational institutions play a critical role in promoting and maintaining the psychological well-being of teachers. Introducing professional development programs that address not just teaching methods but also stress management, emotional intelligence, and resilience can provide teachers with essential skills to thrive in challenging educational environments. Mentorship initiatives, peer support groups, and counselling options offer teachers ways to share experiences, seek advice, and obtain emotional support, further enhancing their well-being and professional self-confidence. Recognition and reward systems, such as verbal acknowledgments, accolades, opportunities for career growth, and inclusive decision-making, foster a sense of autonomy and value among teachers. Policies for managing workload, providing sufficient resources, and maintaining manageable class sizes help alleviate occupational stress, avert burnout, and allow teachers to focus their efforts on meaningful interactions with students. Such systemic support cultivates a positive organizational environment where teachers feel appreciated, empowered, and inspired. The advantages of promoting teachers' psychological well-being go beyond individual fulfilment to positively impact the institution and student results. Teachers with good mental health exemplify emotional regulation, resilience, and effective coping mechanisms, which in turn positively affect students' social-emotional learning and overall well-being. Enhanced teacher-student relationships stemming from teachers' well-being contribute to a harmonious classroom, reduce behavioral challenges, and encourage a supportive learning atmosphere. Therefore, prioritizing teachers' mental health leads to sustained instructional quality, improved student performance, and greater overall effectiveness of schools. Below are the primary educational implications of enhancing teachers' psychological well-being.

1. **Enhancement of Teaching Effectiveness:** Teachers who enjoy good psychological health exhibit greater levels of enthusiasm, creativity, and engagement in their instructional methods. They are more adept at creating impactful learning experiences, utilizing diverse teaching strategies, and addressing the unique needs of their students. Teachers who are emotionally stable and motivated foster a vibrant classroom environment that encourages curiosity, engagement, and academic progress. Therefore, investing in teachers' mental well-being directly leads to improved teaching quality and better student outcomes.
2. **Positive Effects on Student Learning and Conduct:** Teachers act as role models for their students; their emotional well-being significantly impacts classroom dynamics and student behavior. Teachers with strong psychological health can manage stress effectively, respond with empathy, and nurture positive relationships with their students. This nurturing climate creates a safe and supportive educational atmosphere where students feel appreciated and understood. Additionally, emotionally stable teachers are more patient and skilled at helping students develop socio-emotional competencies like empathy, self-control, and cooperation.
3. **Reinforcing School Climate and Culture:** When educational institutions focus on supporting teacher well-being, they cultivate an environment of respect, trust, and collaboration. A positive school culture fosters teamwork, open dialogue, and shared responsibility among faculty members. Teachers who feel supported psychologically are more inclined to contribute to school goals and demonstrate long-term dedication to their profession. Such a climate not only aids teachers but also enhances the overall student learning experience by promoting stability and unity within the educational community.
4. **Decrease in Teacher Burnout and Attrition:** Elevated levels of psychological strain frequently result in teacher burnout, absenteeism, and turnover. By establishing well-being programs and support systems, schools can considerably diminish these challenges. When teachers receive appropriate recognition, manageable workloads, and emotional assistance, they are more likely to stay committed and productive. This retention helps schools keep experienced teachers, ensure stability, and minimize the costs related to frequent staff changes.
5. **Implications for Policy and Administration:** Education policymakers and administrators must view teacher well-being as a critical strategic priority. This involves incorporating mental health considerations into teacher training programs, performance assessments, and institutional policies. School leaders should be trained in emotional intelligence and supportive leadership to better address the psychological needs of teachers. Additionally, educational systems should dedicate specific resources and funding for well-being initiatives, ensuring that mental health support becomes a consistent and institutionalized practice rather than a sporadic measure.

Conclusion

The psychological well-being of teachers is fundamental to successful education, affecting their personal fulfilment, job performance, and the overall quality of the educational environment. Elements such as workload, support from administrators, collaboration with colleagues, appreciation, and opportunities for professional growth greatly influence teachers' mental health. It is crucial for schools and educational organizations to adopt thorough strategies aimed at supporting teacher well-being, which include enhancing autonomy, providing ongoing professional development, making mental health resources available, promoting mindfulness and self-care, and nurturing a positive and inclusive school atmosphere. By improving psychological well-being, teachers can sustain motivation, resilience, and confidence, which in turn positively influences student learning, classroom dynamics, and the overall effectiveness of the institution. Therefore, giving priority to teachers' mental health is vital for fostering educational systems that are productive, engaged, and sustainable, benefiting both teachers and students alike.

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