

# PROMOTING TEACHERS' WELL-BEING FROM THE PERSPECTIVE OF EDUCATIONAL ADMINISTRATION

Yifan ZHANG<sup>1</sup>

<sup>1</sup> Department of Educational Administration, Suan Sunandha Rajabhat University,  
Thailand; yfanzhang0420@gmail.com

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## ABSTRACT

Teacher well-being has become a central concern in educational administration because it is associated with teacher retention, instructional quality, and sustainable school improvement. This paper draws on recent scholarship on teacher well-being with particular attention to the role of school climate, administrative support, and professional collaboration. The discussion shows that teacher well-being is not only an individual psychological condition but also an organizational outcome shaped by leadership, workload, decision-making opportunities, relational trust, and access to professional resources. Based on this body of evidence, the paper discusses implications for educational administration and highlights limitations in the current literature, especially conceptual fragmentation, the frequent reliance on cross-sectional designs, and uneven geographic representation. The article concludes that educational administrators should adopt systemic and evidence-informed strategies that combine organizational redesign, supportive leadership, and collaborative professional cultures.

**Keywords:** Teacher Well-Being, Educational Administration, School Climate, Administrative Support, Professional Collaboration

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## **INTRODUCTION**

Teacher well-being is increasingly understood as a multidimensional construct involving emotional balance, professional fulfillment, relational connectedness, and the capacity to function effectively within school settings. Recent scholarship shows that the field has expanded rapidly, but definitions remain diverse, ranging from stress reduction and burnout prevention to flourishing, resilience, and professional meaning (Hascher & Waber, 2021; Kurrle & Warwas, 2025; Ozturk et al., 2024). This conceptual diversity makes teacher well-being an important but complex topic for educational administration. The topic also carries strong practical significance. Evidence suggests that teacher well-being is associated with teacher retention, teacher-student relationships, and student-related outcomes, while poor well-being is linked to burnout, disengagement, and attrition pressures (Dreer, 2023). For educational leaders, this means that supporting teacher well-being is not an optional welfare initiative but a condition for school effectiveness and long-term organizational sustainability. To ground the discussion in a clear body of scholarship, this article draws on materials identified through targeted searches of major academic databases and Google Scholar. The keyword combinations included "teacher well-being," "teacher health status," "education management," "school atmosphere," "administrative support," and "professional collaboration." Priority was given to English-language journal articles from recent years that address school leadership, organizational conditions, and teacher well-being in direct and substantial ways. Sources were retained when they provided conceptual discussion, empirical evidence, or broader scholarly perspectives on the administrative environment, while sources focused mainly on student well-being, higher education teachers, clinical populations, or topics only indirectly related to school management were not included. This approach keeps the paper centered on scholarship most relevant to how educational administration can support teacher well-being in school settings. This paper discusses teacher well-being from the perspective of educational administration. Rather than treating well-being solely as an individual psychological matter, the article focuses on organizational conditions that school leaders can influence, especially school climate, administrative support, and professional collaboration. It also considers what current literature implies for administrative practice and what gaps remain for further inquiry.

### **WHAT IS TEACHER WELL-BEING**

Recent scholarship indicates that teacher well-being should not be reduced to the absence of stress alone. The literature suggests that teacher well-being includes both protective and growth-oriented dimensions, such as resilience, professional agency, meaningful relationships, and opportunities to thrive within the workplace (Hascher et al., 2021; Ozturk et al., 2024). This broader view is especially useful for educational administration because it frames well-being as something that can be cultivated through organizational design. At the same time, the literature still lacks full conceptual consistency. Some studies treat job satisfaction as an indicator of well-being, whereas others treat it as an outcome of well-being, and the literature continues to show fragmented measurement choices across the field (Dreer, 2023; Fox et al., 2023). For this reason, the present paper uses teacher well-being as an umbrella concept referring to teachers' positive functioning, sustainable work engagement, and manageable psychological demands within their professional context.

### **TEACHER WELL-BEING FROM AN EDUCATIONAL ADMINISTRATION PERSPECTIVE**

#### **Core Influencing Factors**

School climate is one of the most consistently identified contextual influences on teacher well-being. The literature shows that supportive climates characterized by collegial collaboration, positive relationships, shared decision-making, and adequate resources can strengthen engagement and buffer stress-related outcomes (Dreer, 2022; Zhang & He, 2024). From an administrative standpoint, school climate matters because it reflects daily organizational

conditions that leaders help shape and maintain. Administrative support is another core factor. The literature suggests that leadership influences teacher well-being through recognition, communication, trust, workload management, emotional support, and the creation of fair and enabling working conditions. In cross-national evidence, teacher leadership and supportive leadership relations are positively associated with teacher well-being, indicating that professional agency and administrative responsiveness can reinforce one another rather than compete (Ghamrawi et al., 2023). Taken together, these findings suggest that administrative support operates as a practical organizational resource for teacher well-being. This makes leadership responsiveness a central concern in educational administration. Professional collaboration also plays a critical role. Collaborative structures such as peer learning, shared problem-solving, and collective responsibility can enhance teachers' sense of belonging and competence when they are organized in meaningful ways. However, the literature also implies that collaboration is not automatically beneficial; it contributes to well-being when it is supported by trust, time, and resource availability rather than imposed as an additional burden (Dreer, 2022; Hascher et al., 2021). This indicates that collaboration improves well-being only when its quality and conditions are carefully designed. For administrators, the key issue is not simply whether collaboration exists, but whether it is experienced as supportive and professionally meaningful.

### **Key Patterns in the Literature**

Across the literature, a strong pattern emerges: teacher well-being is relational and organizational as much as it is personal. Studies repeatedly show that school-level resources and leadership practices interact with individual capacities, meaning that teachers are more likely to sustain engagement when their working environment supports autonomy, collaboration, and professional growth (Hascher et al., 2021; Zhang & He, 2024). This supports an ecological interpretation in which well-being is produced through interactions between person and context. However, the field also has limitations that complicate strong administrative conclusions. Existing scholarship has noted that causal claims are often not well supported because many studies rely on cross-sectional self-report data (Dreer, 2023; Hascher & Waber, 2021). As a result, it is often unclear whether supportive school conditions improve teacher well-being, whether teachers with better well-being perceive their environments more positively, or whether both processes occur simultaneously. Another important issue is conceptual fragmentation. Existing scholarship shows that the field still uses multiple, partly overlapping constructs and measurement approaches, making comparison across studies difficult (Fox et al., 2023; Kurrle & Warwas, 2025). For educational administration scholarship, this means that future discussion needs clearer definitions and more consistent operationalization if findings are to guide policy and practice with confidence.

### **Strategies for Promoting Teacher Well-Being**

The literature suggests that educational administrators should strengthen school climate through participatory and trust-based leadership. Practical approaches include improving communication channels, involving teachers in decision-making, protecting collegial norms, and ensuring that innovation does not come at the cost of overload. Such strategies are supported by findings showing that decision-making opportunities, collaboration, and instructional innovation within a supportive climate are linked with stronger engagement (Zhang & He, 2024). In this sense, climate-focused leadership can strengthen well-being through everyday organizational routines. These practices are especially important because they connect administrative action with teachers' lived professional experience. A second strategy is to align support systems with workload realities. Administrators can protect teacher well-being by addressing excessive administrative tasks, improving access to teaching resources, and ensuring that professional development is supportive rather than performative. Recent evidence on intervention studies also indicates that individual well-being programs are more likely to be effective when they are embedded within broader organizational support rather than treated as isolated add-ons (Avola

et al., 2025). This suggests that workload support should be treated as a systemic administrative responsibility rather than an individual adjustment problem. Sustainable well-being is more likely when organizational supports and daily work demands are addressed together. Finally, administrators should cultivate professional collaboration as a structured resource. This means providing time, routines, and leadership support for meaningful peer exchange, mentoring, and shared instructional inquiry. Collaboration should function as a source of professional efficacy and relational support, not merely as another formal requirement (Dreer, 2022; Ghamrawi et al., 2023). Therefore, collaboration should be organized as a meaningful professional resource within the school. When properly supported, it can strengthen both teacher well-being and the collective capacity of the organization. Implications for Educational Administration First, educational administration should treat teacher well-being as a core indicator of organizational quality rather than as a peripheral personal issue. Existing evidence shows that teacher well-being is associated with retention, teacher-student relationships, and broader educational outcomes, which means that leadership attention to well-being can directly support school effectiveness and sustainability (Dreer, 2023; Hascher & Waber, 2021). When administrators institutionalize well-being as part of school improvement planning, they move the issue from informal care to accountable leadership practice. Second, school leaders should design supportive environments instead of relying only on individual teachers' coping capacity. Studies on school climate indicate that collaboration, decision-making, instructional innovation, and access to resources strengthen the positive relationship between teachers' internal capacities and their engagement at work (Dreer, 2022; Zhang & He, 2024). This implies that administrative action should focus on organizational conditions—such as workload structures, participatory governance, and relational trust—because these conditions shape whether teachers can convert motivation into sustainable professional well-being. Third, leadership for teacher well-being should be distributed and relational. Evidence linking teacher leadership and well-being suggests that teachers benefit when they are recognized as professional contributors with voice, agency, and opportunities to influence school development (Ghamrawi et al., 2023). In administrative terms, this means that well-being is more likely to improve when leadership is enacted through recognition, collaboration, and shared responsibility rather than through top-down control alone.

## **LIMITATIONS OF THE CURRENT LITERATURE AND FUTURE DIRECTIONS**

A major limitation of the current literature is conceptual and measurement inconsistency. Existing scholarship shows that teacher well-being is defined in multiple ways and measured with diverse instruments, making comparison across studies difficult and weakening cumulative knowledge-building (Fox et al., 2023; Hascher & Waber, 2021; Kurrle & Warwas, 2025). Future conceptual discussion should therefore work toward clearer conceptual boundaries and more coherent measurement frameworks that distinguish between antecedents, indicators, and outcomes of teacher well-being. A second limitation concerns methodological design. Existing scholarship notes that much of the field relies on cross-sectional and self-report methodologies, which restrict causal inference and make it difficult to trace how administrative practices influence teacher well-being over time (Dreer, 2023; Ozturk et al., 2024). Future literature should place greater emphasis on longitudinal, mixed-method, and intervention-based evidence to examine not only whether well-being is associated with school conditions, but also how administrative changes produce short-term and long-term effects in different school contexts. A third limitation is uneven contextual representation. Current evidence indicates that the literature is concentrated heavily in Europe and North America, while evidence from Asia, Africa, and South America remains comparatively limited (Dreer, 2023; Ozturk et al., 2024). Future scholarship should therefore expand cross-cultural and context-sensitive coverage, especially in

public-school systems undergoing rapid reform, so that administrative recommendations are not derived from a narrow set of institutional environments.

## CONCLUSION

This paper shows that teacher well-being is shaped less by individual resilience alone than by the organizational conditions created through educational administration. Across the literature, school climate, administrative support, workload management, and opportunities for professional collaboration repeatedly emerge as central influences on teachers' emotional, professional, and relational well-being. Taken together, these findings suggest that promoting teacher well-being should be understood as a strategic and systemic responsibility of school leadership rather than a peripheral welfare concern. At the same time, the article indicates that the evidence base remains conceptually fragmented and methodologically uneven. For this reason, educational administrators should apply existing findings with caution while still using them to guide more supportive school environments, and scholars should continue building stronger comparative and longitudinal evidence. Overall, a more coherent administrative focus on teacher well-being is likely to benefit not only teachers themselves but also the quality and sustainability of schooling.

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