

## The Role of Positive Psychological Capital in the Prediction of Teachers' Well-being Mediated Through Motivation: A Review of Literature

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*Based on the self-determination and positive psychology theory, teachers' motivation links the relationship between psychological capital and teacher well-being and discusses their theoretical and practical benefits. It is argued that the scientific literature from wide-ranging and diverse studies on teachers' well-being in elementary and secondary school focused on the pathological lens and healing specific disorders under a variety of life course threatening conditions across cultural contexts. Seligman (2011) criticised that mental health professionals and psychologists gave much prominence to mental disorders and pathologies, overlooking two crucial missions in the field of psychology: (a) helping healthy people to be happier and more productive and (b) actualising human potential. Depending on the current recommendation of positive psychology, and based on the literature gap and relevance of the issues, this study used a theoretical model of self-determination theory of motivation (Ryan and Deci 2017), psychological capital (Luthans et al. 2007a); hedonism well-being (Diener 2009a); and teacher well-being (Collie et al. 2015). Thus, in this review, the operational definition, components and measurements of positive psychological capital, teacher well-being and motivation of teachers and their link strongly supported with scientific literature and a future testing model was proposed. In this study, the links between each construct were addressed, and their educational implications to teachers, students, educational settings and policymakers are presented.*

**Keywords:** *subjective well-being, teacher well-being, positive psychological capital, motivation*

### Introduction

Nowadays, there is a growing interest in the self-determination theory of motivation and positive psychology due to its potential benefits to education, health and organisational settings. What defines and brings teacher well-being has been a debatable topic for a century, and one that has engaged many of the world's great scholars (e.g., Ryan and Deci 2001; Ryff and Singer 2008; Ryan and Deci 2011; Collie et al. 2015). The scientific study of well-being and the positive aspects of mental health has dramatically expanded in recent years (Kashdan et al. 2008, Cooke et al. 2016). However, well-being is not a finite entity or an end in itself, but an open-ended potential that unlocks other benefits and is promoted like a good investment (Ereaut and Whiting 2008). Therefore, research findings that develop an understanding of well-being among teachers are essential for teachers and students, schools, and the nation (Collie et al. 2015). This debate dates back to Aristotle, the famous founder of well-being, and the scientific debate continues today regarding how to operationalise and measure well-being.

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To clarify the various well-being models, a link with motivation and psychological capital and a comprehensive model based on scientific literature will be essential to advancing future inquiry on education, health, and organisational settings.

Traditionally, teacher well-being has primarily been examined by focusing on the pathological aspect (Spilt et al. 2011). In addition, earlier researchers used psychological capital intervention strategies primarily focused on ameliorating stress and burnout (Çavuş and Gökçen 2015). Nowadays, the positive psychology movement inspired contemporary researchers to emphasise what is right with people and contributes to human flourishing and growth potential (Seligman and Csikszentmihalyi 2000, Carver and Scheier 2002, Snyder and Lopez 2009, Csikszentmihalyi 2014). However, the previously established models did not address or precisely measure employees' well-being (Collie et al. 2015). For instance, Diener (2009a) calls researchers to define and limit their research concept with work-related well-being using positive psychological capital (Gibson and Hicks 2018, Mangundjaya 2012, Youssef-Morgan and Luthans 2015).

The newly emerging concept in various fields of psychology is known as positive psychological capital (PsyCap). Nowadays, researchers and experts increasingly recognise the role and function of psychological capital and believe it to have the potential to attain optimal flourishing in workplaces. The practical utility of the model in the workplace continues to grow (Görgens-Ekermans and Herbert 2013).

Therefore, the current review has undertaken this opportunity to fill the gap of the previous literature concerning the three variables (teacher well-being, motivation and psychological capital). To delimit the scope of the review next, we describe the meanings, components, measurement and their implications to the students, teachers, policymakers, and organisations. Before discussing the main pillars of the review, the following guiding questions were raised to frame the focus on the collection of articles:

1. How have positive psychological capital, teacher well-being, and motivation been assessed in the research literature?
2. What role does psychological capital play, together with motivation, in predicting the well-being of teachers?
3. Does motivation mediate the relationship between psychological capital and teacher well-being?
4. What are the implications for studying teacher well-being for schools, teachers themselves, the policymakers, the students, and the possible roles for educational psychology?

### **Significance of the Review**

This review's proposed comprehensive well-being model has many potential benefits to clinical, educational settings, and other organisations. Earlier research, once considered vital for well-being, has proven insufficient for attaining sustainable sources of competitive advantage and maintaining the welfare of

humans across their lifespan. However, the birth of positive psychology currently focuses on individual and work-related well-being. Recently, scholars believed that teaching by its complex nature is affected by many potential factors. Therefore, the central investigation theme is their status of well-being (Diener 2009a, 2009b, 2009c, Ho et al. 2010) based on positive intervention (Luthans et al., 2015). Therefore, well-being expresses that positive psychology proposed the significant determinants and countless advantages gained through investing, controlling, developing, and managing psychological capital (Luthans et al. 2015). Thus, this new psychological capital approach to gaining a decisive advantage and result of harmony between major environmental factors on the one hand, and psychological capitals (resources) of teachers on the other. Recently, scholars in positive psychology, mental health, and behavioural sciences focused on teachers' well-being as an entire area of investigation (Collie 2014, Zewude and Hercz, 2021).

Nowadays, teacher well-being as an area of inquiry has several reasons. Firstly, it adds to the understanding of teachers' well-being to help to understand the factors that are of great concern to teachers and helps to create conducive school contexts to enhance their well-being (Hamre and Pianta 2010). Secondly, examining the most satisfying and rewarding teachers can better help to understand their attitudes toward school reforms and affirmative psychological intervention programs (Van Horn et al. 2004, Youssef-Morgan and Luthans 2015). Thirdly, academics square measure vital adults in children's scholastic lives. There is some proof that teacher well-being, even indirectly, has potential effects on children's socio-emotional adjustment and tutorial performance (Malmberg and Hagger 2009, Hamre and Pianta 2010). Fourth, in a current global world, the well-being of teachers plays a significant role in enhancing the current problem of teacher attrition, an ongoing issue in education contexts (Acton and Glasgow 2015). Last but not least, understanding teacher well-being is critical for teachers and students; there are still several gaps in the literature (Collie 2014). As a result, the present review contributes to the further development of a solid theory on comprehensive teachers' well-being for future empirical research, which has been lacking and has a significant contribution to the area of education and health settings.

These reviews provided helpful information to select applicable well-being models that address the individual and teacher work well-being. In addition, several pieces of literature have been conducted in the two dominant well-being approaches: eudemonic and hedonic. However, they did not address precisely the true work life of teachers and therefore there is a gap in the study. The present review attempted to address these limitations by evaluating a full range of published articles designed to operationalise well-being from a positive psychology and self-determination theory of motivation perspective.

## **Methodology**

The terms psychological capital and teacher wellbeing; psychological capital and motivation; motivation and teacher well-being were searched in four databases, including Scopus, Google Scholar, Springer, and Eric. The search resulting from

these databases include journals, books, articles, and theses publications. The review was conducted strictly following the association and relationships among these three constructs. The first results were well-being in which 765 documents were accessed. Second, PsyCap and motivation, 46 materials were accessed; thirdly, regarding psychological capital and motivation, 245 documents were found. These articles were then checked to determine if they explain the relationship between psychological capital, well-being, and motivation. Based on these, they met the inclusionary and exclusionary criteria. Nevertheless, 91 articles were used; however, in this review, seven (7) articles were the most widely used as a deliberate focus to achieve the intended objectives. Based on the articles' findings, this review focused on meanings, core components and measurements of teacher well-being, psychological capital and motivation and their implication discussed below.

## **Review of Thematic Areas**

### *Well-being Approaches, Dimensions, and Measurements*

There has been a continual struggle within the diverse areas to accept and integrate scientifically-viable evidence on well-being into policy and practice (Huppert and Ruggeri 2017). This is due to the lack of a comprehensive well-being theoretical model developed by researchers. Over the last five decades, well-being has been conceptualised in various ways (e.g., Huppert and Ruggeri, 2017, Deci and Ryan 2008, Ryan and Deci 2011). For example, what is it that makes a good life desirable? What determines a high quality of well-being? Diener (2009c) answers these questions by explaining that a person feels and thinks their life is beneficial regardless of how others see it, which is called subjective well-being (Diener 2009c). Another question is that well-being has been defined and explored according to two broad psychological and historical traditions but distinct perspectives.

First, the eudaimonic well-being approach is known as psychological well-being, a six-dimensional model consisting of environmental mastery, autonomy, purpose in life, self-acceptance, personal growth and positive relations with others (Ryff and Keyes 1995). Psychological well-being is defined as psychological health achieved by functioning at an optimal level, fulfilling one's potential, or realising one's true nature (Ryff and Singer 2008). Regarding assessment, the eudemonic view of well-being assesses how well people live connected to their true selves (Ryff and Singer 2008).

Second, the hedonic well-being approach is subjective well-being, a tri-partite model consisting of positive affect, the absence of negative affect and satisfaction with life, and a focus on pleasure and happiness (Ryan and Deci 2001). In contrast to the eudemonic view, the hedonic view (subjective well-being) equates well-being with happiness and is often operationalised as the balance between positive and negative affect (Ryan and Deci 2001) and longer and healthier life (Ryan and Deci 2011, Diener et al. 2015). The theorists of this perspective tend to conceptualise well-being in terms of all three of these core constructs. Subjective well-being is outlined as a broad class of phenomena that features people's emotional responses,

domain satisfactions, and global judgments of life satisfaction (Diener 2009a). Diener's work was focused on trying to describe who is happy, broadly? A different review of his work depicted the happy person as a "young, healthy, well-educated, well-paid, extroverted, optimistic, worry-free, religious, married person with high self-esteem, high job morale, modest aspirations, and of either sex" (Diener 2009b, 2009c). However, experts also noticed that "happiness" is not a single entity but can be broken down into elements (Diener 2009c). Diener et al. (1985) developed the most prominent hedonic well-being assessment, still now the most useful .

Third, the PERMA profiler well-being model developed by Seligman (2011) operationalises well-being into five components: positive emotions, engagement, relationships, meaning and accomplishment.

The fourth category of conceptualisations of well-being is school- and teacher-based well-being. Regarding the schools' context, Saaranen et al. (2007) has created the teachers' well-being includes four dimensions: the pupil/student, health care services, cooperation between school and homes, and school staff's occupational well-being. However, due to a lack of proper assessment, Collie et al. (2015) proposed a tri-partite dimensional model to operationalise teacher well-being. These are:

#### Workload Well-being

Currently, known experts have increasingly called to examine well-being in different domain-specific contexts such as work-related domains (Diener 2009c, Collie et al. 2015).

For instance, Stanley (2018) found that of 3,750 teachers, one in every 83 teachers were "signed off" work on long-term sick leave due to anxiety and mental illness caused by work. Although, 76% of education professionals have experienced behavioural, psychological or physical symptoms due to their work (Stanley 2018). Three main potential risk factors have been mentioned in the UK multiple times (Stanley 2018). These are high workload (professionals dislike working in education); high levels of stress (more than two-thirds [67%] of education professionals describe themselves as stressed); the need for a better work/life balance (more than half of [58%] the education professionals typically work more than their contracted hours and experience difficulty achieving good work). The fact is that plenty of studies across different nations indicated that in Australia, 41%, in the UK, 67%, and the United States, 46% of 7,200 teachers report high levels of occupational stress (Cross 2018).

Therefore, its reduction is the main issue that would most improve or enhance employee well-being betterment of the teaching profession. Furthermore, significant evidence from the substantial body of scientific literature shows that one of the most remarkable features in psychology and in educational psychology in particular is work-related well-being, which is the most powerful indicator for determining overall life quality. This is essential for understanding individuals' outcomes at work, and is positively correlated with life experiences (Rath and Harter 2010, Collie et al. 2015).

### Organisational Well-being

Organisational well-being is defined as issues relating to teachers and instruction, relations and communication among staff and administrators, recognition gained from administrators and participation in decision-making (Collie et al. 2015). In the study by Collie (2014), teachers generally felt that the organisational-level aspects of their work positively influenced their well-being. Furthermore, she found that administrators could improve the well-being of teachers by creating a positive atmosphere in the school, ensuring teachers have input in decision-making and ensuring appropriate and constructive rules (Collie 2014).

### Student Interaction Well-being

Spilt et al. (2011) noted that stress is typically experienced when threatened goals greatly concern individuals. On the other hand, events that facilitate a highly-valued goal elicit pleasant emotions and contribute to positive well-being. Besides, relationships with students can only be harmful or beneficial to the well-being of teachers when teachers have a need/desire for personal relationships with students (Day and Leitch 2001, Spilt et al. 2011). The *adult attachment model* of reciprocal caregiving and care-seeking is a more appropriate lens to view the teacher-student relationship. However, the standard attachment model that applies to education is a teacher as a caregiver and a student as a care-seeker (Riley 2009). Concerning this, the authors added that teacher-student relationships that are characterised by conflict and mistrust have harmful effects on children's learning. What is more, there is little recognition of the internal needs that teachers themselves may have for positive, personal relationships with individual students (Hamre and Pianta 2010).

According to Collie et al. (2015), the three factors regularly examined at work are: work-related stress (relating to workload), organisational-level stress (relating to school-level issues), and student-related stress (relating to student behaviour) (Collie et al. 2015), and three well-validated subjective well-being constructs (life satisfaction, positive affect, and negative affect) (Diener 2009c). Aeltermann et al.'s (2007) empirical studies support that work stress, organisational-level stress, and student-related stress factors are also relevant for teacher well-being. However, Collie et al.'s (2015) model did not reflect the overall teacher's satisfaction in their life rather than focusing on work-related stress. As a result, we adopt the approach taken in the well-established six-component model (Diener 2009c, Collie et al. 2015). This binding model can be built upon previous theoretical and empirical work to determine the complex nature of teachers' work-related stress and the overall satisfaction of their life.

Regarding the assessment of teacher well-being, (Collie et al. 2015) developed a teachers' evaluation of their experiences at work and the effects on their well-being using positive psychology. This involves asking teachers to rate the extent to which different aspects of their teaching work affect their well-being, and provides an advanced method for gaining insight into the core aspects of teaching work that affect teacher well-being (Collie 2014). An essential feature of this type of measure is that it highlights tangible factors that administrators and schools can address to better support teacher well-being (Collie 2014). More research findings suggest that there may be yield in examining teacher well-being through a multi-dimensional

lens. Although the authors prove the inner structure of the size, our analyses even have practical implications. Collie et al. (2015) recommended that future research examine whether efforts designed to improve teacher well-being may give rise to changes in other teacher and student motivation and therefore outcomes.

Based on the arguments and various well-being models, it is very challenging to assess organisations and individuals. Therefore, in this review, we tend to depend upon the theory of positive psychology (Seligman 2011), self-determination theory of motivation (Ryan and Deci 2017), and the emerging theory of teacher well-being (Collie et al. 2015). Therefore, the present review study draws on research that proposes a combination of subjective well-being and teacher work well-being to give a more accurate and complete picture of teachers' well-being for future practical inquiry.

Regarding the assessment of hedonic well-being (subjective well-being) assessed through the satisfaction with life scale (SWLS) by Diener et al. (1985), the positive affect and negative affect (PANAS) scale was coined by Diener and Chan (2011). These instruments provide researchers with an overall score of participants' well-being that can be used to understand how an individual is generally faring (Collie 2014). However, they do not provide information about what specific aspects of the individual's life influenced his or her score of well-being, nor an understanding of well-being specifically related to work.

Several pieces of literature support the relationship and potential role of PsyCap to teacher well-being. For example, subjective well-being components like life satisfaction and positive affect are positively associated with psychological capital (Culbertson et al. 2010) and motivation (Ryan and Deci 2017). For example, (Mbatha 2016) indicated a positive relationship between psychological capital and subjective well-being, and high levels of psychological capital are associated with high levels of subjective well-being. On the other hand, Mbatha (2016) also found a significant positive correlation between hope and subjective well-being, hope and resilience, and subjective well-being and resilience.

### *Psychological Capital or the HERO Model*

What will fundamentally change by having a highway advantage in the "teaching profession" and "teachers' well-being"? How can teaching organisations and individual teachers achieve enhanced complex problems in their profession and personal lives? This literature pointed out a newly emerging positive flourishing theory to gain a decisive advantage for teachers and the teaching profession which is called positive psychological capital or psychological capital (PsyCap).

Various authors and sources synonymously use the terms 'psychological capital' and 'positive psychological capital'. Luthans et al. (2015) broadly defined psychological capital as an individual's positive psychological state of development explained by four dimensions: (1) redirecting paths to success and, if necessary, preserving them toward goals (hope); (2) the self-confidence to take responsibility for challenging tasks (efficacy); (3) when beset by adversity and troubles, bouncing back to attain success (resilience); and (4) by making positive attributions about succeeding now and in the future (optimism). Luthans (2002) also defined

psychological capital as the study of applying positively-oriented psychological capacities and human resources that can be measured, developed, and effectively managed for performance improvement in today's workplace. Psychological capital is also a positive psychological resource with four distinct constructs. These four PsyCap fundamental elements are: hope, efficacy, resiliency, and optimism, and together, serve as prominent resources that positively affect well-being (Youssef-Morgan and Luthans 2015). They travel together and interact work synergistically, producing differentiated manifestation over time and across context (Çavuş and Gökçen, 2015, Luthans et al. 2015, Burhanuddin et al. 2019).

Psychological capital is also seen as a resource that goes beyond *social capital* (relationships, networks) (Adler and Kwon 2002) and *human capital* (experience, knowledge, skills, and abilities) (Van Marrewijk and Timmers 2002). However, it deals with “who you are here and now” and “who you can become” (Luthans et al. 2004, Youssef-Morgan and Luthans 2015). Since psychological capital is concerned about who the person is and who they can be through positive development in general (Luthans and Youssef 2004, Burhanuddin et al. 2019).

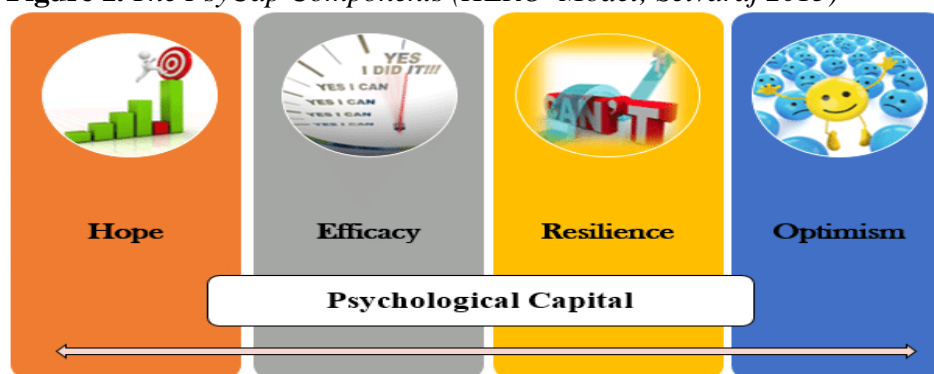
Popular literature distinguished the positive psychological capital from other positive constructs that already existed in organisational, industrial and personal development; popular literature focused on theoretical ground, empirical evidence, and valid and reliable measurement (Luthans et al. 2010).

The positive psychological capital construct of Luthans et al. (2007a) is an accurate and measurably reliable higher-order, latent multi-dimensional construct. Also, the theory of positive psychology has consistently demonstrated the link between PsyCap (hope, efficacy, resilience, and optimism: HERO) and employees' well-being (Mangundjaya 2012, Siu et al. 2015, Youssef-Morgan and Luthans 2015, Gibson and Hicks 2018), subjective well-being (Afzal et al. 2016), vocational well-being (Zhao and You 2019), academic motivation (Jafri 2017), employee productivity (Ganotice et al. 2016), and intrinsic motivation (Choi and Chang 2014). Rabenu et al. (2017) also added that PsyCap was found to have a healthy, positive, and direct correlation with well-being and performance.

Nowadays, researchers and experts increasingly recognise the role and function of psychological capital and are believed to have the potential to attain optimal flourishing in workplaces (Luthans et al. 2007b). Further, psychological capital as a whole should also contribute to well-being (Li 2018). Additionally, employees' self-efficacy also appears as an essential precursor of positive work-related well-being, such as health and job satisfaction (Van Seggelen and Van Dam 2016).

Following the different inclusion criteria and a key role for positive psychology, Luthans and his colleagues founded the four psychological capacities or resources: hope, self-efficacy, resilience, and optimism (HERO), which are considered dimensions of psychological capital and are illustrated in Figure 1.



**Figure 1.** The PsyCap Components (HERO Model; Selvaraj 2015)

In terms of measuring psychological capital, Luthans et al. (2015) developed an empirically-validated and reliable psychological capital questionnaire in the workplace. The items used therein were originally drawn from validated published scales commonly used in positive psychology. These individual scales were used in previous studies in the workplace. Six items in their study questionnaire represent each of the four components that make up PsyCap. They adopted these items for the workplace from the following standard scales: (1) Hope (Snyder et al. 1996); (2) Efficacy (Parker 1998); (3) Resilience (Wagnild and Young 1993); and (4) Optimism (Scheier and Carver 1985). Therefore, PsyCap meets the criteria for valid measurement and openness to development, and a growing number of studies have demonstrated that it impacts the desired outcomes in the workplace (Luthans et al. 2007a, Youssef-Morgan and Luthans 2015). Luthans et al. (2015) reported the reliability of measures of psychological capital of the reliability using the Cronbach alphas for each of the four six-item adapted measures and the overall PsyCap measure for the four samples were (Luthans et al. 2015): hope (.72, .75, .80, .76); self efficacy (.75, .84, .85, .75); resilience (.71, .71, .66, .72); optimism (.74, .69, .76, .79); and therefore the overall PsyCap (.88, .89, .89, .89).

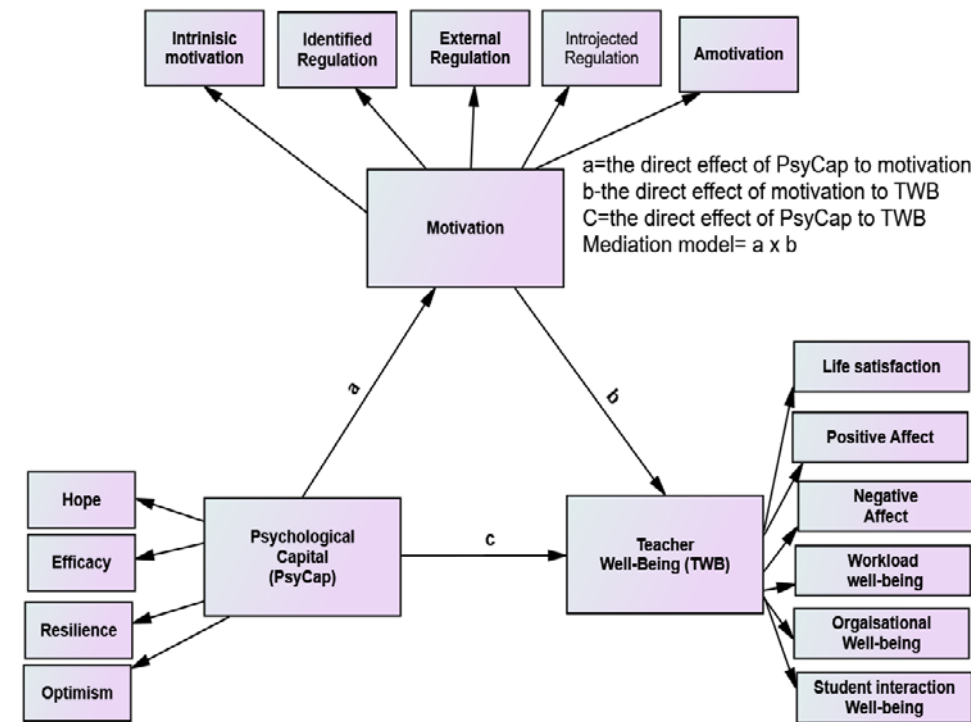
### *Motivation*

Researchers vastly studied the concept of motivation and its associated constructs. Also, many empirical studies have examined the relationship between PsyCap and workplace outcomes. However, there has been no comparative research on the factors that may mediate the relationship between PsyCap and teacher well-being through motivation. In addition, there is evidence of the relationship between PsyCap and well-being. One dominant influential theory investigated broadly by scholars is the self-determination theory (SDT). However, some self-determination theory research has focused on the extreme ends of the continuum, focusing on extrinsic versus intrinsic motivation (Deci and Ryan 2000, Deci and Gagne 2005).

Ryan and Deci (2000), the founder of SDT, differentiates several types of motivation based on various goals or reasons that give rise to an act. Fernet et al. (2008), also based on SDT, define three broadly known motivations from low to high: amotivation, extrinsic motivation, and intrinsic motivation and psychometrically assess. Self-determined kinds of motivation have positive and negative consequences

or outcomes. For example, intrinsic motivation and identified regulation result in positive effects, whereas external regulation, introjected regulation, and amotivation lead to negative results (Fernet et al. 2008). Additionally, intrinsic motivation enables individuals to develop internal psychological growth, integrate the personality, allow integration of psychological stability, and foster positive life processes (Ryan and Deci 2000), and the most positive determinants of a personal and higher level of well-being (Ryan et al. 2008). As a result, self-determined types of motivation in the workplace are associated with higher job satisfaction (Fernet et al. 2008) and better psychological capital (Ferraro et al. 2018). Chian and Wang (2008) also found how different motivations independently shape individuals' perceptions of well-being. Thus, teachers with high psychological capital tend to have high motivation, are more intrinsically motivated, have highly integrated regulation and have low introjected, external and amotivation.

**Figure 2.** A Theoretical Model of the Relationship Between PsyCap (Luthans et al. 2015), Motivation (Ryan and Deci 2017), and Teachers' Well-being (Collie et al. 2015)



In conclusion, SDT is the most noticeable and applicable theoretical model that links teachers' well-being and work task motivation. Moreover, SDT has innumerable benefits in acting toward fruitful results, such as parents, health care providers, religious leaders, managers, coaches, and teachers (Ryan and Deci 2000). Also, from the positive psychology perspective, PsyCap can predict work motivation and well-being (Ferraro et al. 2018, Fermiano Fidelis et al. 2021, Skhirtladze et al. 2019) and teacher well-being (Ryan and Deci 2000, Collie et al.

2015, Zewude and Hercz 2021). Consequently, this review was examined the proposed constructed theoretical frameworks displayed in Figure 2.

## **Conclusion**

In the last decades, psychologists and health professionals have devoted themselves to the weak sides and focused on healing specific disorders of human beings but generally ignored or failed to contribute to human strengths, flourishing, and optimum functioning. Findings from diverse literature on teachers' well-being in elementary and secondary school converged with striking regularity with a pathological lens and focused on healing specific disorders. However, exploring what makes teachers happy and flourish from a positive psychology and self-determination motivation perspective remains unresearched. Seligman criticised psychology's problem-oriented approaches and perspective rather than helping healthy people be happy, productive and actualising full potential.

The rather debatable, general models and assessments of teacher well-being and its association with other variables will be supplemented with a piece of empirical and theoretical evidence appropriate for future inquiry. Nowadays, studies are limited, and more research needs to be done to link psychological capital and motivation interventions to teacher well-being. The positive psychological capital model focuses on different companies and organisations rather than educational institutions; however, research is needed on educational settings based on a positive psychology perspective. Regarding the assessment of PsyCap, motivation and teacher well-being assessments area also played a crucial role in that the instruments are cross-culturally validated. This review has addressed a clear and evidence-based causal mediation relationship to a rather vague model. To sum up, this review gives a clear picture of the teacher well-being model with other positive constructs that will hopefully become a guiding model for researchers in this new and applicable area.

## *Educational Implications*

Based on the above review, we propose educational impacts on teachers' well-being for students, schools, and government policymakers. Unfortunately, there are few empirical and theoretical pieces of evidence on the role of positive psychological capital on teachers' well-being (Ross et al. 2012, Eurofound 2013, Kern et al. 2014, Mccallum et al. 2017, Kaur and Singh 2019, Malureanu and Enachi-Vasluianu 2019). Literature often describes teacher well-being in negative terms, like how low mental health of teachers increases teacher stress, frustrations, and problems related to retention at the workplace, anxiety, mental health, and burnout (Kaur and Singh 2019).

Based on the above studies and of the present review, we propose the following implications and intervention strategies that help to enhance teachers' well-being using a positive psychological capital.

*Implications for Teachers*

Positive functioning is not merely extant stress; it conjointly entails thriving physically, mentally, socially, and professionally (Kern et al. 2014). Scholars conduct a few critical studies to promote teacher well-being. School factors and their well-being are deeply connected to the quality of their work and individual lives (Collie et al. 2015, Mccallum et al. 2017). Teacher wellbeing, therefore, is of critical importance to the future of education. To promote teacher well-being, teacher educators often have high-quality efficacy skills, a good sense of hope, and handle their problems systematically and strategically.

Strategies of Teachers Initiative and Professional Learning Activities

Kaur and Singh (2019) suggested the following strategies to enhance teacher well-being:

## Teachers' initiatives

Recreation sessions, reading a book, having time with family and friends, critical thinking approaches, management of emotions, mindfulness techniques, participation in sports activity, meditation and spending some time alone help to reduce stress levels and to support teachers in maintaining their well-being (Kaur and Singh 2019).

## Professional learning activities

Career development and professional learning activities enable professional growth and life satisfaction through professional collaboration. Develop a focus to include teachers' specific needs and professional learning programs, provide more focus on teacher's holistic development, pleasure, happiness, and well-being, then we will be able to produce competent teachers (Kaur and Singh 2019).

Individual Teacher Well-being Strategies

The Meta-analysis study evidenced that teachers' personal qualities and abilities have contributed to promoting teacher wellbeing like aptitudes, beliefs, decision making, self-understanding, resilience, and flexibility (McCallum et al. 2017). According to Mccallum et al. (2017), the most flourishing teacher well-being interventions are:

- Reflection strategies for approaching expert practice.
- Mindfulness training to handle stress.
- Training psychology to build learning communities.
- Increasing mindset approach to resolve problems.
- Self-care practices to restore when needed, celebrate achievements and success to feel valued.

Positive Psychology Approaches or Strategies

Seligman's work on positive psychology has been well documented and promoted across the schooling and education sector (Mccallum et al. 2017).

Concerning this, Kern et al. (2014) identified the associations between multiple aspects of employee wellbeing and three primary outcomes, including physical health, life satisfaction, and professional thriving using the PERMA model. In addition, Kern et al. (2014) found that “when lecturers do well across multiple successfulness domains, they are conjointly a lot of committed to the varsity, and a lot of happy with their health, life, and jobs.”

### Resilience Strategies

Enhancement initiatives to advance teacher resilience have addressed the complex nature of teachers’ work and interactions and equips teachers with adaptability to successfully respond to complex experiences (Mccallum et al., 2017).

### *Implications for Schools/Universities*

There are a limited number of theoretical and empirical pieces of evidence in which teachers’ well-being impacts the school or organisations (Ross et al. 2012, Kern et al. 2014, Kaur and Singh 2019, Malureanu and Enachi-Vasluianu 2019). However, in the above studies, teacher well-being, especially the positive aspect, has been overlooked. Therefore, on the basis of the studies mentioned above and of the present review, we propose the following intervention strategies for those schools that want to enhance teachers’ well-being.

### School-wide Positive Behaviour Interventions Supports

- Interactive school activities as a means of instruction to harmonise students’ involvement with the group work promote and improve teachers’ well-being (Malureanu and Enachi-Vasluianu 2019).
- A safe learning environment is supported by promoting tolerance and cooperation in school.
- Teachers should provide care and support to ensure healthy relationships among students and create a learning environment where everyone feels comfortable and safe leads to well-being (Malureanu and Enachi-Vasluianu 2019).
- The provision of simple, efficient, and valuable skills, staff in School-wide positive behavior interventions and supports: cooperative learning environment in the school creates a positive, supportive culture (Ross et al. 2012). Besides, a significant impact of school-wide positive behaviour interventions and supports on teacher well-being occurs through the development of team skills, collaboration, and positive relationships. In addition, effective practices lead to teachers’ feelings and the more supportive (Ross et al. 2012).
- The university context needs to be changed and improved to meet students’ needs, foster students’ psychological well-being, and impact teachers (Kibret and Tareke 2017).

### Institutional Initiatives

Teachers believed in streamlining planning and managing the pressures in teaching with the support of leaders and administrators. They emphasised that the organisational strategies should improve over time. They feel that new entrants in the profession need help to manage the workflow and pressures during their training and early career and stay committed to the job (Kaur and Singh 2019). Furthermore, teachers identified that the institution should:

- Provide a supportive work culture.
- Provide facilities to teachers to manage their well-being and personal growth.
- Develop a problem-solving culture at the workplace.
- Facilitate the development of teachers at vulnerable times.
- Provide a means of sharing best practices across schools (Kaur and Singh 2019).

### *Implications for Students*

Teachers' well-being and positive psychological capital based on relevant educational psychology reviews have a pivotal role in students' academic educational intervention and effective coping strategies (e.g., Sharrocks 2014, Selvaraj 2015, Malureanu and Enachi-Vasluianu 2019).

Positive psychology intervention has important implications for students like designing strategies that focus on psychological capital. For example, hope, efficacy, resilience, and optimism are the leading strategies of subjective well-being and are some suggestions for consideration by college student teachers, personnel and administrators (Selvaraj 2015).

The outcomes of interactive strategies of promoting well-being are beneficial for the students: formation of positive identity, proper management of thoughts and emotions, the development of efficient learning abilities, all leading in the end to robust social integration and contribution (Malureanu and Enachi-Vasluianu 2019).

### *Implications for Policy Makers*

Educational policies are rooted in an overemphasis on institutional well-being leading to dangerous imbalances in teaching and teacher education across the globe (Margolis et al. 2014, Negash 2006). As a result, mindfulness-based wellness education programs in teacher education should be restructured, focusing on bringing present awareness to a teacher's well-being. This program also supports teachers in developing their ability to regulate emotions and improve motivation and stress levels (Margolis et al. 2014). Regarding this, Mccallum et al. (2017) depicted that mindfulness-based wellness education will help promote resilience, energy, motivation, and teacher self-efficacy, producing positive outcomes for the individual teachers and the individual teachers at the community level.

There are different programs across the globe that are greatly enhancing teachers' well-being. For example, more intentionally linking of institutional concepts

with the realities of the classrooms, supporting teaching as a clinical profession and encouraging pre-service teachers to reflect on areas of resistance to facilitate more immediate improvements to teacher well-being and quality (Margolis et al. 2014).

Other fantastic policy recommendations to enhance teacher well-being given by Eurofound (2013) which are policy interventions targeting the health, well-being, and safety of employees, employment quality, the average relationship of work and welfare, and conducive working conditions.

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