



A Conceptual and Theoretical Overview of Well-Being among Teachers

Ayşe Mine Onan^{1*} and Selami Aydın²

¹ Yıldız Technical University, Turkey

² İstanbul Medeniyet University, Turkey

Abstract

Teacher well-being is often framed in terms of problems such as stress, anxiety, burnout and professional attrition. While these concerns are worth paying attention to, they only give a partial view of teachers' professional lives. Well-being is not equivalent to life satisfaction, nor can it be equated with the absence of distress. This conceptual paper explores philosophical, psychological and occupational traditions of teacher well-being, with a particular focus on English as a Foreign Language (EFL) contexts. A narrative synthesis invites hedonic and eudaimonic accounts into dialog with Desire-Satisfaction Theory, Objective List Theories, Human Nature Fulfillment Theory, the Capabilities Approach, PERMA, Dynamic Balance Theory and the job demands-resources perspective. Together, these approaches depict well-being as a dynamic relationship between what teachers value, what they are able to do, the demands they face, and the resources available to them. The proposed account locates this relationship across situational, professional and personal domains. It also places teaching anxiety and burnout within the framework of teachers' overall work conditions rather than simply as individual problems. Teacher autonomy, collegial relationships, emotional regulation, manageable workloads and opportunities for continued professional learning are particularly pertinent. In this view teacher well-being is an individual experience as well as institutional concern. Educational leadership, teacher education, and support policies all have a part in creating conditions in which teachers can remain healthy, professionally engaged, and able to sustain meaningful work.

Keywords: positive psychology; teacher well-being; foreign language education; occupational well-being; educational quality

1. Introduction

Broadly, teacher well-being concerns how teachers interpret and experience a fulfilling life, and it is important for both teachers and learners (Onan & Aydın, 2024a). Although discussions of teaching frequently revolve around unfavourable issues such as attrition, stress, anxiety, and burnout, teacher well-being itself is often overlooked. Conceptualising teacher well-being is complicated because it is not equivalent to life satisfaction. For instance, although subjective well-being is related to life

satisfaction and positive emotions, psychological well-being focuses on relationships and the meaning of life (Aydın, 2026; Onan & Aydın, 2024b). A fundamental need, whether psychological or physiological, is an energizing condition that, when met, contributes to well-being and, ultimately, overall health. However, if not met, it leads to mental problems and poor health (Hull, 2008). Maintaining well-being across the lifespan, in the eudaimonic sense, requires the fulfilment of basic needs for competence, autonomy, and relatedness (Ryan & Frederick, 1997). Ryff (1989) characterises psychological well-being through self-acceptance, social skills, independence, a fulfilling social life, self-growth, and a clear life goal. Teachers' well-being, which encompasses emotional, psychological, and social well-being (Keyes, 2002), is fluid and dynamic, as it is influenced by relationships, situatedness, creativity, and involvement in life experiences (McCallum & Price, 2010).

Teacher well-being spans spiritual, emotional, mental, and physical dimensions while also involving effective functioning in personal and professional life. The experience of well-being depends on the availability of mental, interpersonal, and physical resources that enable individuals to effectively confront and overcome emotional, interpersonal, or physical difficulties. Teacher well-being can be grasped through a multidisciplinary theoretical framework. A revised conceptualization of well-being centers on stability and harmony, which may be affected by various circumstances or obstacles within the complex and diverse dimensions of the Dynamic Balance Theory of Well-being. It also recognises that life challenges may temporarily disturb this balance without determining a teacher's sustained well-being. Acton and Glasgow (2015) accordingly describe teacher well-being as a person's sense of intention, pleasure, and personal fulfilment, comprising positive emotions, engagement, relationships with friends, family members, colleagues, and learners, meaning in personal and professional life, and accomplishment. In a high-pressure education context, teachers' internal positive characteristics are important personal resources. Academic hope and optimism constitute the emotional capital to resist instructional anxiety (Yang, 2022).

2. Scope and Methodology of the Narrative Review

The conceptual synthesis was guided by the literature identified in previous theoretical work on EFL teacher well-being, burnout and teaching anxiety, as well as seminal publications cited in these fields, so as to provide a coherent, multidisciplinary synthesis of teacher well-being. This study is a narrative conceptual review design. This was a narrative review, not a systematic review. This means that sources were chosen for their relevance to the conceptual purpose of the paper. The literature included definitions and dimensions of well-being, philosophical accounts of a good or flourishing life, occupational models concerned with demands, resources, identity and burnout, and conceptual discussions of psychological functioning among teachers and EFL educators. The selected perspectives were compared on their understanding of well-being as primarily subjective experience, effective human functioning, access to objective conditions, or a balance between demands and available resources.

2.1. Scope and Conceptual Boundaries

This review encompasses three core conceptual dimensions. Firstly foundational philosophical and psychological theories of human flourishing and well-being (e.g., Hedonism, Eudaimonia, Desire-Satisfaction Theory, Objective List Theories, Capabilities Approach, and the PERMA model) takes place. Following dimension is occupational stress and dynamic balance paradigms (e.g., Dynamic Balance Theory, Job Demands-Resources [JD-R] model, and multidimensional burnout constructs). And final dimension is context-specific psychological dynamics in English as a Foreign Language (EFL) teaching, with particular emphasis on foreign language teaching anxiety, instructional demands, and institutional conditions.

2.2. Search Strategy and Information Sources

Major databases (Web of Science, Scopus, ERIC, PsycINFO, Google Scholar) were searched for foundational and contemporary literature through 2025, with emphasis on changes post-2020. Search strings included Boolean operators (AND/OR) within three specific domains: well-being and stress constructs (e.g. teacher well-being, burnout, teaching anxiety), occupational models (e.g. JD-R, PERMA, capabilities approach) and the language teaching context (e.g. EFL, foreign language teaching).

2.3. Eligibility Criteria and Synthesis

The selection included peer-reviewed journal articles, foundational theoretical books, and high-impact policy papers focusing on educator psychological functioning and working conditions.

3. Theoretical Perspectives on Well-Being

3.1 Teacher Well-Being as a Dynamic and Multidimensional Construct

Teacher well-being is more accurately conceptualized as a dynamic and multifaceted experience, not a fixed personality trait. According to Hull (2008), mental and physical demands are conditions that are activating. Meeting needs is a way of promoting health and vitality; failure to meet needs may lead to distress and/or reduced functioning. Also, eudaimonic approaches stress the importance of autonomy, competence, and relatedness for good human functioning (Ryan & Frederick, 1997).

Ryff's (1989) model of psychological well-being comprises six dimensions: self acceptance, positive relations with others, autonomy, environmental mastery, purpose in life, and personal growth. Keyes (2002) extends the concept to include emotional, psychological and social well-being. Regarding education, these perspectives mean that positive affect is only one side of the coin. Teachers need to experience professional agency, meaningful relationships, development, competence and a sense of their work contributing to cherished goals.

The Dynamic Balance Theory also helps explain variation in teacher well-being. Dodge and colleagues (2012) defined well-being as the balance between an individual's psychological, social, and physical resources and the challenges they face. When demands exceed resources, the balance is disturbed. When resources equal or exceed demands, well-being can be maintained or improved. This formulation is particularly relevant to teaching because workload, needs of the learner, leadership practices and individual circumstances change over time. Teacher well-being is defined as purpose, pleasure, fulfillment, and relationships (Acton & Glasgow, 2015). Occupational well-being is defined as teachers' positive perceptions of their work and their ability to function effectively (Collie et al., 2016).

Dynamic balance also allows for change over the course of a teacher's working life. The resources available to a teacher are not static: confidence may increase with experience, collegial ties may shift, personal responsibilities may change the energy the teacher brings to work. Challenges are just as diverse. A curriculum change, a difficult class, a change in leadership may be manageable at one time and unsettling at another. Dodge et al. (2012) define well-being as a state in which resources and challenges are in equilibrium. Teaching well-being is about being able to come back to balance, not being in a constant state of positivity." Thus, the same working condition can be experienced differently at different career stages. So, a temporary disruption is not the same as a lasting drop in professional well-being.

3.2 Philosophical Foundations

Hedonic and eudaimonic theories account for different aspects of the teacher experience. Hedonic well-being is about minimizing suffering and maximizing the positive experience (Crisp, 2006). In teaching it is about the enjoyment of the interaction in the classroom, satisfaction after a successful lesson and positive affect from the progress of the learners. Even tough professional responsibilities can be meaningful, if not immediately rewarding. The pressures of assessment, classroom management and curriculum change can be challenging, but also part of professional purpose and success.

eudaimonic well-being which stresses growth, meaning and the actualization of human capacities remedies this limitation. It shows why teachers may derive satisfaction from ongoing effort, professional learning and contributing to the development of learners. EFL teachers find eudaimonic fulfillment in enabling communication, promoting intercultural understanding, and helping learners gain access to academic or professional opportunities.

Desire-Satisfaction Theory says that life is good when basic desires and preferences are satisfied (Heathwood, 2006). Teachers care about student success, teacher autonomy, professional recognition, opportunities for advancement and supportive relationships. But simply satisfying desires is not enough, as people can adjust their expectations to meet restrictive conditions. A teacher used to a heavy workload or a lack of professional voice might point to modest aspirations being met without real flourishing.

Objective list theories maintain that some goods are good for well-being regardless of present preferences (Chappell & Meissner, 2023). These include physical health, meaningful activity, knowledge, autonomy, achievement, friendship and fair conditions. These include manageable workloads, supportive leadership, professional respect, adequate resources and opportunities to learn, within schools. Such a perspective makes an important organizational claim – that well-being cannot be entirely delegated to individual resilience, as institutions determine access to the objective conditions for healthy professional functioning.

This argument is developed in Nussbaum's (2000) Capabilities Approach. Well-being is not simply about feelings or resources, but about what people are actually able to do and to be. Teachers are especially interested in practical reason, affiliation, emotional connection, and control over their environment; therefore, environments are needed that allow teachers to exercise judgment, design instruction, develop competence, participate in collegial life, and act in ways consistent with their educational ideals for professional well-being.

Another distinction is made by Human Nature Fulfillment Theory. It cannot be gaged only by whether teachers feel satisfied at any one point in time. It is also about whether their work allows them to exercise capacities that are central to human functioning, such as reasoning, affiliation, agency, learning and purposeful action. These capacities are made visible in professional choices: changing a lesson, responding to learners, contributing to collegial decisions, following an interest. The Capabilities Approach illustrates this by distinguishing between having resources and being free to use them (Nussbaum, 2000). For instance, if workload prevents participation in training, or if there is no scope for teachers to apply what they learn, then access to training is of limited value. Thus, teacher well-being is also partly dependent on the extent to which institutional arrangements offer opportunities for professional judgment, development and meaningful participation.

3.3 Positive Psychology and the PERMA Framework

Seligman's (2011) PERMA model frames flourishing around positive emotion, engagement, relationships, meaning and accomplishment. For language teachers positive emotion could be

delight, hope and satisfaction in teaching and engagement could be absorption or flow in course design, classroom interaction and professional learning. Relationships are positive connections with learners, colleagues, leaders and families. Meaning happens when language education connects with purposes beyond the completion of routine tasks. Accomplishment includes professional competence, learner growth, and the achievement of recognised goals.

The value of PERMA is that it moves beyond deficit accounts and identifies resources that may be enhanced. But its dimensions should not be seen as individual responsibilities. Chronic overload strains the ability to sustain engagement. Relationships are shaped by institutional culture. Accomplishment also depends on access to resources, constructive feedback, and reasonable expectations. Combining PERMA with occupational and institutional perspectives strengthens its explanatory power.

3.4 Occupational Dimensions, Demands, and Burnout

Teacher occupational well-being encompasses physical, emotional, mental, intellectual, and social dimensions (Holmes, 2005; Viac & Fraser, 2020). Physical well-being means being healthy, energetic and able to cope with a busy schedule. Emotional well-being involves recognising, expressing, and managing one's own emotions while responding empathetically to others (Goleman, 2020). Mental and intellectual well-being concern concentration, cognitive functioning, creativity, and professional growth. A sense of belonging, collegial support, trust and positive connections at work characterise social well-being. From this occupational perspective, chronic job demands deplete teachers' energy, which could set in motion maladaptive coping cycles in which unsuccessful self-regulation accelerates the shift from transient strain to persistent burnout (Bakker & de Vries, 2021). These social and relational resources function similarly to corporate ideologies in education. Recent empirical research in particular suggests that collective teacher efficacy is an important predictor of teachers' professional engagement, and this link is considerably mediated by their level of organizational commitment (Dağdeviren Ertaş & Özdemir, 2024). This means that when school cultures are based on collective assurance about their instructional abilities, teachers build a greater psychological attachment to their institutions which translates directly into increased occupational enthusiasm and commitment.

Day and Kington (2008) position teacher identity and well-being across three interconnected domains. The situational domain includes the local institution, leadership, learners, resources, and working conditions. The professional domain includes the expectations, norms, reforms, workload and status of the teaching profession. The personal domain is family life, values, biography, health and non-work duties. One change in one area may cause instability in the others and this may help explain differences in well-being across career stages and institutional settings.

The balance between job resources and job demands also forms occupational well-being. Challenges in EFL education may include heavy teaching loads, assessment responsibilities, administrative work, large or heterogeneous classes, curriculum changes, learner demotivation and the emotional labor of encouraging anxious students. Resources would include autonomy, supportive leadership, collaboration, constructive criticism, professional development, appropriate materials and time for preparation. When demands consistently exceed available resources, emotional exhaustion and disengagement are more likely to occur. Recent work on the Job Demands-Resources (JD-R) model suggests that high job demands exceeding individual self-regulatory capacity in the absence of adequate resource renewal result in long-term affective strain and burnout (Bakker & de Vries, 2021). Furthermore, such occupational well-being is not sustainable without systemic support, where collective teacher efficacy and

organizational commitment are key institutional resources that buffer educator strain (Dağdeviren Ertaş & Özdemir, 2024).

The occupational perspective focuses on the sites where the consequences of well-being are experienced. Viac and Fraser (2020) differentiate between inward outcomes (engagement, burnout, and retention) and outward outcomes (classroom processes and learners' experiences). This is not to say that teacher well-being should only be valued to the extent that it may benefit students. The health and professional quality of life of teachers are important in themselves. But the distinction helps to explain why working conditions cannot be divorced from the quality of education. The degree to which teachers are able to respond to classroom events and to maintain relationships depends on their concentration, emotional availability, physical energy, and feeling of collegial belonging. These dimensions can develop unevenly: a teacher may feel a strong professional commitment yet be physically depleted, or may be effective in work but have little social connection. Occupational well-being is therefore better understood as a profile of related experiences rather than as a single overall state.

Burnout is usually defined as a reaction to persistent job-related stress, characterized by emotional fatigue, depersonalization or cynicism and lowered sense of personal achievement (Freudenberger, 1974; Maslach & Jackson, 1981; Maslach et al., 2001). But it should not be regarded only as the opposite of well-being. A teacher might be tired but still find meaning or collegial connection or report low burnout and not feel engaged and flourishing. Well-being and burnout are related but distinct phenomena, both of which require preventive and promotive interventions. Recognizing this distinction allows for a more integrated approach to teacher well-being at the professional and institutional levels.

3.5 EFL Teaching Anxiety within the Integrated Framework

Teaching foreign languages adds one more affective dimension. Teachers can be concerned about their language proficiency, teaching experience, student interest, fear of negative evaluation, and time management issues (Aydın & Uştuk, 2020). These problems are inherent in professional duties. For example, low learner motivation may require constant emotional work, and evaluation procedures may make teachers more concerned about their competence and professional image.

In the integrated framework, teaching anxiety is viewed as an emotional response to the feeling that situational and/or professional demands exceed the teacher's available resources. Language skills concerns might threaten perceived competence, inexperience can diminish confidence in classroom decision-making, fear of unfavorable evaluation can limit professional agency, and time constraints can limit teachers' capacity to fully participate in course planning and reflection. Conversely, tools like professional development, mentoring, constructive criticism, autonomy and collegial support can help to reestablish a sense of equilibrium. Moreover, empirical studies in international foreign language teaching environments further support that teachers' socio-emotional resources can buffer affective challenges and teaching anxiety, as teaching enjoyment, resilience, and emotion regulation directly enhance work engagement and protect against pedagogical exhaustion (Derakhshan et al., 2022).

Thus, teaching anxiety is not a problem that individual teachers alone can solve, and institutional support needs to go beyond generic stress management and instead offer context-responsive emotional and relational resources for language classrooms. The Capabilities Approach and Objective List Theories imply that institutional settings partly determine teachers' possibilities to develop and perform successfully. Likewise, Dynamic Balance Theory explains why the same instructional task may be tolerable in one context but

problematic in another. Therefore, in addition to addressing teaching anxiety on a human level, systemic improvements in working conditions are needed.

As illustrated in the overall framework (Figure 1), the dynamic equilibrium of educator well-being is an effect of ongoing interactions between personal coping capabilities and institutional contexts.

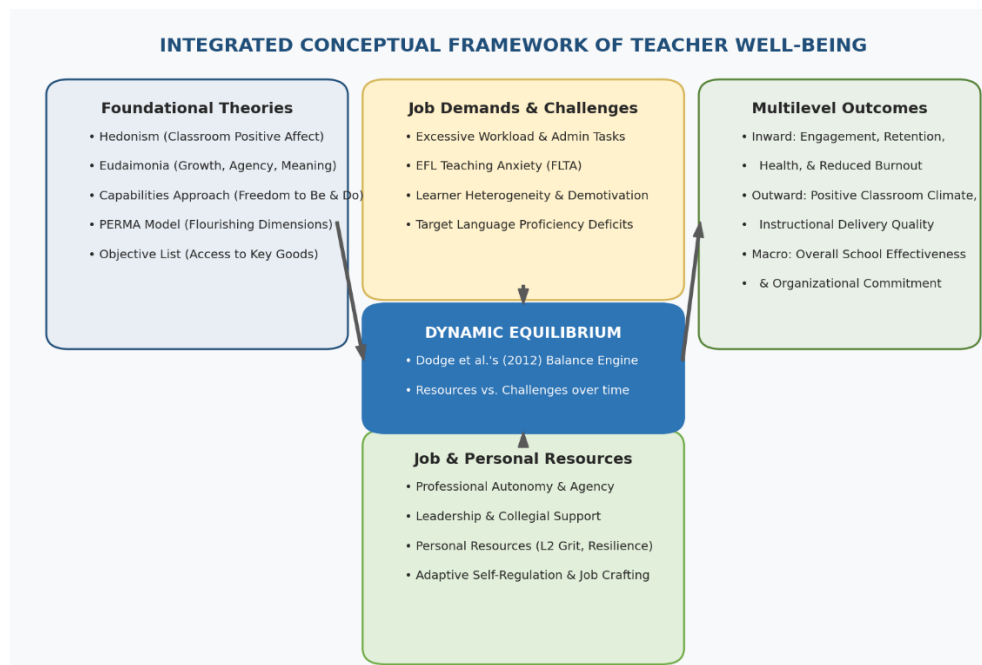


Figure 1. Integrated Conceptual Matrix of Teacher Well-Being: Domains, JD-R Mechanisms, Theoretical Foundations, and Multilevel Outcomes

4. Discussion

Taken together, these perspectives present teacher well-being as an interplay of subjective experience, human capabilities, professional meaning, relationships, and institutional circumstances. No single theory fully explains this relationship. Hedonic approaches capture pleasant affect but do not explain meaningful effort. Eudaimonic and capability-based approaches explain growth, agency, and purpose but require occupational models to explain workload and organizational limits. PERMA offers a clear account of flourishing, Dynamic Balance Theory explains change over time, and the job demands-resources perspective identifies the organisational mechanisms that shape teachers' working lives.

For EFL teachers, the balance is particularly sensitive to learner motivation and communication. Teachers are expected to create psychologically safe opportunities for language use while managing students' fear of mistakes and differences in proficiency. This relational work can produce meaning and positive affect, but it can also be a significant demand when classes are large, learner engagement is low, or institutional support is limited. The same classroom interaction can therefore be a resource or a demand depending on the circumstances.

Studies on administrative support, professional autonomy, coping and teaching anxiety all point in the same direction. Well-being is an individual characteristic, but EFL teacher-support policies should take professional self-perception, teaching experience, evaluation, student interest and time management into account. According to the Capabilities Approach, faculty need meaningful opportunities to exercise professional judgment and develop competence, not just encouragement to be resilient.

The implications for educational leadership are pragmatic. Institutions need to monitor the pressure and load, rather than view burnout as an individual failing. Workload allocation, assessment schedules, administrative duties, class profiles, staffing, planning time and access to materials deserve more attention. Leadership also matters: teachers are more likely to have teacher agency if there is developmental evaluation, clear expectations, constructive criticism, and respect for professional knowledge.

Teacher education must also include pedagogy and the affective and occupational dimensions of teaching. In both pre-service and in-service training, emotional regulation, coping with teaching anxiety, time management, communicating with demotivated learners, and strategies for seeking help from colleagues can all be included. Having anxiety doesn't mean you are a bad professional. Understanding the reasons for students' anxiety may help teachers to respond accordingly (Horwitz, 1996). Continued language development can also help to allay concerns about perceived proficiency but professional confidence is also dependent on pedagogical understanding and the ability to adapt content to learners.

Schools will also need to grow relationship resources. Mentoring, professional learning groups, peer observation and collaborative planning are ways to create a sense of belonging and minimize isolation. These practices are best realized when supported by time and trust, not added on as more things to do. Well-being efforts must therefore combine individual help with structural change.

Teachers' needs for support vary as they move through their careers. A beginning teacher may require mentoring, assistance in classroom management and support in professional evaluation. A seasoned teacher may require new opportunities for intellectual growth, leadership or curricular decision-making. Those needs can change over the course of a career as personal circumstances or institutions change. Hence, a single standardized approach is unlikely to satisfy the dynamic balance described in the theoretical literature. Better response by institutions would be to provide a menu of resources that instructors could draw upon based on their professional responsibilities, immediate needs and areas for development.

This conceptual review has limitations. This narrative synthesis does not claim to be comprehensive or systematic in covering all research on teacher well-being. The emphasis on EFL education may also restrict the direct transferability to other subject areas. As the current paper does not have an empirical component, the relationships proposed in the integrated framework should be tested rather than assumed to be causal pathways. Future studies may use longitudinal and mixed methods designs to explore how teachers' well-being varies across institutions, career stages, and periods of educational reform. Such research could also explore the relationship between organizational factors, autonomy, teaching anxiety, burnout and professional support.

5. Conclusion

Teacher well-being is a complex, dynamic phenomenon that cannot be reduced to job satisfaction or the absence of burnout. Positive emotion, engagement, relationships, purpose, accomplishment, health, agency, professional advancement and social belonging are all included. Personal resources interacting with situational and professional expectations influence these characteristics.

This paper presents an integrated framework based on philosophical theories, positive psychology, Dynamic Balance Theory, occupational perspectives, and theoretical literature on EFL teachers. It assumes that both personal capacities and enabling institutional environments are necessary for sustainable well-being. Educational stakeholders need to balance

expectations and resources, protect professional autonomy, provide developmental feedback, encourage emotional management and continuing learning, and promote collaborative connections in the workplace. Attention to these conditions may support teacher health, professional sustainability, classroom quality, learner outcomes, and overall school effectiveness (Siswanto et al., 2025). It requires sustained effort at the various stages of teachers' careers.

Acknowledgments

The authors thank the scholars whose theoretical and conceptual work informed this review.

Funding

The authors received no financial support for the research, authorship, or publication of this article.

Ethical Approval

Not applicable. This article is a conceptual review and did not involve human participants, animals, personal data, or the collection of new empirical material.

Informed Consent

Not applicable, as no human participants were involved in this conceptual study.

Author Contributions

All authors contributed to the conceptualisation, literature synthesis, drafting, and critical revision of the manuscript and approved the final version.

Competing Interests

The authors declare that they have no competing interests.

Data Availability

No datasets were generated or analysed in this conceptual study.

References

- Acton, R., & Glasgow, P. (2015). Teacher well-being in neoliberal contexts: A review of the literature. *Australian Journal of Teacher Education*, 40(8), 99–114. <https://doi.org/10.14221/ajte.2015v40n8.6>
- Aydın, S. (2026). *Positive language teaching*. LREplus.
- Aydın, S., & Uştuk, Ö. (2020). A descriptive review of research on foreign language teaching anxiety. *International Online Journal of Education and Teaching*, 7(3), 860–876.
- Bakker, A. B., & de Vries, J. D. (2021). Job Demands–Resources theory and self-regulation: New explanations and remedies for job burnout. *Anxiety, Stress, & Coping*, 34(1), 1–21. <https://doi.org/10.1080/10615806.2020.1797695>
- Chappell, R. Y., & Meissner, D. (2023). Theories of well-being. In R. Y. Chappell, D. Meissner, & W. MacAskill (Eds.), *An introduction to utilitarianism*. <https://utilitarianism.net/theories-of-wellbeing/>
- Collie, R. J., Shapka, J. D., Perry, N. E., & Martin, A. J. (2016). Teachers' psychological functioning in the workplace: Exploring the roles of contextual beliefs, secondary traumatic stress, and stress management. *Contemporary Educational Psychology*, 44, 29–38. <https://doi.org/10.1016/j.cedpsych.2015.12.002>

- Crisp, R. (2006). Hedonism reconsidered. *Philosophy and Phenomenological Research*, 73(3), 619–645. <https://doi.org/10.1111/j.1933-1592.2006.tb00551.x>
- Dağdeviren Ertaş, B., & Özdemir, M. (2024). The mediation of organizational commitment between collective teacher efficacy and work engagement. *Social Psychology of Education*, 27(5), 2677–2700. <https://doi.org/10.1007/s11218-024-09949-5>
- Day, C., & Kington, A. (2008). Identity, well-being and effectiveness: The emotional contexts of teaching. *Pedagogy, Culture & Society*, 16(1), 7–23. <https://doi.org/10.1080/14681360701877743>
- Derakhshan, A., Dewaele, J.-M., & Azari Noughabi, M. (2022). Modeling the contribution of resilience, well-being, and L2 grit to foreign language teaching enjoyment among Iranian English language teachers. *System*, 109, Article 102890. <https://doi.org/10.1016/j.system.2022.102890>
- Dodge, R., Daly, A. P., Huyton, J., & Sanders, L. D. (2012). The challenge of defining well-being. *International Journal of Well-being*, 2(3), 222–235. <https://doi.org/10.5502/ijw.v2i3.4>
- Freudenberger, H. J. (1974). Staff burnout. *Journal of Social Issues*, 30(1), 159–165. <https://doi.org/10.1111/j.1540-4560.1974.tb00706.x>
- Goleman, D. (2020). *Emotional intelligence*. Bloomsbury Publishing.
- Heathwood, C. (2006). Desire satisfactionism and hedonism. *Philosophical Studies*, 128, 539–563. <https://doi.org/10.1007/s11098-004-7817-y>
- Holmes, E. (2005). *Teacher well-being: Looking after yourself and your career in the classroom*. RoutledgeFalmer.
- Horwitz, E. K. (1996). Even teachers get the blues: Recognizing and alleviating language teachers' feelings of foreign language anxiety. *Foreign Language Annals*, 29(3), 365–372. <https://doi.org/10.1111/j.1944-9720.1996.tb01248.x>
- Hull, T. H. (2008). Sexual pleasure and well-being. *International Journal of Sexual Health*, 20(1–2), 133–145. <https://doi.org/10.1080/19317610802157234>
- Keyes, C. L. M. (2002). The mental health continuum: From languishing to flourishing in life. *Journal of Health and Social Behavior*, 43(2), 207–222. <https://doi.org/10.2307/3090197>
- Maslach, C., & Jackson, S. E. (1981). The measurement of experienced burnout. *Journal of Occupational Behaviour*, 2(2), 99–113. <https://doi.org/10.1002/job.4030020205>
- Maslach, C., Schaufeli, W. B., & Leiter, M. P. (2001). Job burnout. *Annual Review of Psychology*, 52, 397–422. <https://doi.org/10.1146/annurev.psych.52.1.397>
- McCallum, F., & Price, D. (2010). Well teachers, well students. *The Journal of Student Well-being*, 4(1), 19–34. <https://doi.org/10.21913/JSW.v4i1.599>
- Nussbaum, M. C. (2000). *Women and human development: The capabilities approach*. Cambridge University Press. <https://doi.org/10.1017/CBO9780511841286>
- Onan, A., & Aydın, S. (2024a). Well-being, burnout, and teaching anxiety among EFL teachers. *Journal of Language Research*, 8(1), 17–35. <https://doi.org/10.51726/jlr.1376451>
- Onan, A., & Aydın, S. (2024b). Well-being, burnout, and anxiety among EFL teachers: Does gender matter? In *Proceedings of the 1st International Literature, Language and Educational Research Symposium* (pp. 139–146). <https://doi.org/10.51726/jlr.1376451>

- Ryan, R. M., & Frederick, C. (1997). On energy, personality, and health: Subjective vitality as a dynamic reflection of well-being. *Journal of Personality*, 65(3), 529–565. <https://doi.org/10.1111/j.1467-6494.1997.tb00326.x>
- Ryff, C. D. (1989). Happiness is everything, or is it? Explorations on the meaning of psychological well-being. *Journal of Personality and Social Psychology*, 57(6), 1069–1081. <https://doi.org/10.1037/0022-3514.57.6.1069>
- Seligman, M. E. P. (2011). *Flourish: A visionary new understanding of happiness and well-being*. Free Press.
- Siswanto, D. H., Hanama, A., & Apriwulan, H. F. (2025). Teacher well-being and its influence on school effectiveness: A quantitative study. *Journal of Educational Research and Practice*, 3(2), 214–224. <https://doi.org/10.70376/jerp.v3i2.348>
- Viac, C., & Fraser, P. (2020). Teachers' well-being: A framework for data collection and analysis (OECD Education Working Papers No. 213). OECD Publishing. <https://doi.org/10.1787/c36fc9d3-en>
- Yang, H.-m. (2022). English as a foreign language teachers' well-being, their apprehension, and stress: The mediating role of hope and optimism. *Frontiers in Psychology*, 13, Article 855282. <https://doi.org/10.3389/fpsyg.2022.855282>