

IMPACT OF ELEMENTARY SCHOOL TEACHERS' WELLBEING ON PROFESSIONAL PERFORMANCE

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Abstract

This study examined the impact of elementary school teachers' wellbeing on their professional performance in public and private schools of District Lahore. Guided by the positivist paradigm, the study used a quantitative, causal-comparative design. The population comprised all elementary school teachers in the district Lahore. Data were collected using two reliable structured instruments, a Teacher Wellbeing scale and a Professional Performance Questionnaire, both of which showed acceptable internal-consistency reliability. Correlation analysis revealed a strong, positive, and statistically significant relationship between overall teacher wellbeing and overall professional performance, with interpersonal skills and discipline and regularity showing the closest links to wellbeing. Simple regression showed that overall wellbeing significantly predicted performance and explained a little more than half of its variance, while multiple regression showed that psychological, subjective, and professional wellbeing each significantly predicted performance and together explained about three-fifths of its variance, with psychological wellbeing the strongest predictor. The study concludes that teacher wellbeing meaningfully shapes professional performance and recommends that schools and policymakers prioritize teacher wellbeing, especially its psychological dimension, as a strategy for improving the quality of elementary education.

1.Introduction

Teachers are one of the key stakeholders in the educational area which plays an essential and pivotal role in the wider educational process. The teachers' strong and direct relationships with learners are crucial and teachers must be extremely motivated and engaged in their teaching to inspire and maintain pupils' motivation, participation and attainment of their academic potential. It is well known that the teaching profession is one of the most emotionally stressful types of skilled work. Elementary school teachers, who work at the beginning stage of formal education, have to teach curriculum, control children's behavior, foster social and emotional growth, maintain parent and teacher relationships, and maintain teacher relationships at the

same time. The increased turnover of teachers, teacher stress, and burnout in recent years have motivated a significant quantity of research examining the protective factors for teachers. Another common theme in this literature is the protective role of the positive emotions and psychological capacities of teachers in not leaving the profession or becoming demotivated (Dreer, 2023; Mercer, 2020). Teachers are regularly tasked with promoting their students' own development and success, activities that are intensive, complex and stressful (Johnson et al., 2014). They are at the same time confronted by the pressure from the institutional hierarchies above them (including school principals) and the students and parents below them, adding to the pressures received by them (Pelletier et al., 2002).

A range of factors have been cited as causes of high levels of in-service teacher turnover internationally, such as excessive workload, workplace stress, job dissatisfaction, lack of reward and recognition, and job burnout (Li & Yao, 2022; OECD, 2020). This concern has been reported by the United Kingdom's education sector as stated by the Health and Safety Executive (2022). There are a variety of challenges that teachers might encounter beyond the regular day-to-day teaching, including stress, working conditions, physical fatigue with work, common illness, or "exhaustion burnt out" (or tetzlaff syndrome), and low personal morale or spiritual fatigue etc., which can be summarized as teacher wellbeing or mental health issues in the educational space. These challenges can manifest as intrapersonal or as the result of systemic environmental issues or both types of issues affect broader structural issues, such as teacher attrition. The ripple effects of low teacher wellbeing impact the whole community as high teacher absenteeism and teacher turnover incurs a high financial cost for an educational system and society (Naghieh et al., 2015). These findings show that teacher wellbeing needs to be strategically supported as a way of maintaining the health of schools and thereby, enabling positive student outcomes.

The existing problems around wellbeing were compounded by a COVID-19 pandemic that had a significant effect on the education sector worldwide (Jones & Kessler, 2020). During this time, people experienced greater employment insecurity, greater workload, negative attitudes toward work, worry about the impact of work, a decline in health and overloaded with running more than one role at the same time (Kim, Oxley, & Asbury, 2022).

1.1 Statement of Problem

Teachers are considered a key human resource in the education system and their performance has a direct impact on the teaching and learning process. In the elementary grades, teachers have many varied roles: to plan lessons, to teach in the classroom, to evaluate students, to manage the classroom, to communicate with parents, to keep academic records, and to participate in co-curricular and administrative activities. In addition to these duties, teachers can experience time constraints, administrative requirements, resource constraints, classroom challenges, workload and expectations from parents and school management. They can have an impact on their physical, emotional, psychological and social wellbeing. Teachers' poor wellbeing can make it challenging to sustain the same amount of motivation, commitment, concentration and effectiveness in their work. Teachers' wellbeing is thus an important matter for educational institutions as the wellbeing of teachers could have implications that extend beyond the teacher. Stress, exhaustion, dissatisfaction or a lack of support can make it difficult for teachers to uphold good classroom practice and positive relationships with students and colleagues. District Lahore

is a place where there are a lot of both public and private elementary schools so it is important to study the inter-relation between teachers' wellbeing and their professional performance. A systematic study can offer evidence on whether teachers' wellbeing is related to the effective implementation of their professional duties. Existing evidence could also be used to inform decisions about whether it is important to support the wellbeing of teachers as part of school improvement and teacher-support programs.

1.2 Significance of the Study

The present study was significant because it provided an understanding of how elementary school teachers' wellbeing influenced their professional performance in public and private elementary schools of District Lahore. The findings were useful for students because teachers with better wellbeing may be more motivated, attentive, supportive, and effective in classroom teaching, which can create a positive learning environment for students. The study was also important for teachers as it highlighted the importance of their physical, emotional, psychological, and social wellbeing in performing their professional responsibilities effectively and may help identify the support they need to improve their work performance. For school heads, the study provided useful information about the importance of creating supportive working conditions, managing teachers' workload, providing encouragement, maintaining positive relationships, and offering professional support to enhance teachers' wellbeing and performance. The study was also significant for curriculum planners and developers because effective curriculum implementation depends largely on teachers, and their wellbeing may affect their ability to plan lessons, use appropriate teaching strategies, assess students, and implement curriculum requirements effectively. Finally, the study was valuable for policy makers and educational authorities because its findings could provide evidence for developing policies and programs related to teachers' working conditions, professional development, workload management, teacher support, and wellbeing. Overall, the study may contribute to improving teachers' wellbeing and professional performance and, consequently, support the development of a more positive, effective, and quality-oriented elementary education system.

1.3 Research objectives

Following were the research objectives of the study:

1. To find out the relationship between elementary school teachers' well-being and professional performance
2. To investigate the impact of elementary school teachers' well-being on professional performance.

1.4 Research Questions

Based on the above objectives, the study sought to answer the following research questions:

1. Is there any significant relationship between elementary school teachers' well-being and professional performance?
2. Is there any significant impact of elementary school teachers' well-being on professional performance?

2. Literature Review

Previous studies have also shown that cultural intelligence (CI) (Ismail et al., 2025), emotional intelligence (EI) (Sulaiman & Ismail, 2020), and interpersonal communication skills (ICS) are all positively related to experiences of professional performance outcomes. Professional performance is defined as a combination of measurable work products (work quality and productivity) and individual competencies (content knowledge, pedagogical skills, interrelational effectiveness and professional communication). Developing teacher's performance in schools can open teachers' creativity and have a positive impact on the wellbeing of students and the learning process (Huang et al., 2023). Teacher wellbeing at the organizational level is influenced by school leaders' dispositions and behaviors (Karegyeza et al., 2021) and affective teacher responses to student behaviour have an impact (Li et al., 2022). The conducive working atmosphere helps to alleviate teacher burn-out, fatigue and occupational turn-over (Ortan et al., 2021) as well as teacher wellbeing at large (Nwoko et al., 2023). School leaders play a prominent role in constructing the culture of wellbeing at school, as their influence on the teachers' wellbeing is directly felt in their interactions with them.

2.1 Wellbeing

Wellbeing however is not a unidimensional construct, with positive dimensions and negative dimensions not being mutually exclusive, but rather in a complex and negatively correlated relationship between the two (Keyes & Simoes, 2021). Further, the scholars have warned not all negative measures can be converted to positive ones and it can't be called a proper indicator of wellbeing as it fails to show the complexity of the concept (Antaramian, 2021). Wellbeing is a psychological and sociological phenomenon and is defined as optimal psychological and social functioning which is understood differently in different cultures and disciplines (Colla et al., 2022). Wellbeing is different from feeling well; wellbeing is the absence of disease in the medical parlance, and it is a broader perspective on orientation to social participation, civic engagement, and institutional belonging in the social sciences (VanderWeele, 2020).

2.2 Teacher Wellbeing

Teacher wellbeing (TWB) is a broad and multidimensional field which includes objective and subjective (Seligman, 2011). The range of interpretations is the result of varying theoretical perspectives. There were two major frameworks that arose in the latter part of the twentieth century; one focusing on hedonic or subjective wellbeing (Diener, 1984) and the second a psychological approach to wellbeing from a eudaimonic perspective (Ryff, 1989). Teacher wellbeing is conceptualized as consisting of two dimensions: cognitive, measured by level of job satisfaction; and affective, measured by the positive and negative feelings teachers experience related to their roles. (Dreer, 2022). Many different factors, including structural factors such as workload, institutional size and organizational climate are believed to affect the wellbeing of teachers, and the question of which variable has which impact and to what extent on which wellbeing outcome is a complex and multifaceted undertaking, particularly without a universally agreed concept of teacher wellbeing (Hascher & Waber, 2021). This ambiguity is important, because if teacher wellbeing is better understood for the benefits of a more precise definition,

there will be a significant impact on how to support teacher wellbeing in the current educational landscape in effective and targeted ways (Viac & Fraser, 2020).

Acton and Glasgow (2015) view teacher wellbeing as 'a construct that is co-produced through individual teacher's activities within their communities with colleagues and students, and an assumed sense of personal wellbeing in one's profession that is experienced as fulfilled, satisfied, purposeful and joyful' (p.102). There are two conflicting perspectives of the mind-body relationship that could be thought of as different research traditions and theoretical orientations. More variation can be seen at the macro level of literature where wellbeing related to teaching is considered as a part of general wellbeing including life satisfaction and positive/negative affect (Cenkseven-Önder & Sari, 2009); mental health (Capone & Petrillo, 2018).

2.3 Subjective and Psychological Wellbeing

Subjective wellbeing is an umbrella term describing the level of wellbeing people experience according to their own evaluations of their lives, encompassing life satisfaction and the balance of positive over negative feelings. Psychological wellbeing, by contrast, concerns the pursuit of meaning in life and self-actualization. These two traditions often labelled the hedonic and the eudaimonic were theorized by Ryan and Deci and form the major basis on which teachers' professional wellbeing has been studied (Dreer, 2023). A teacher may report high life satisfaction (hedonic indicator) while also deriving deep meaning and a sense of growth from their work (eudaimonic indicator); the two are related but distinct, and both are relevant to performance.

2.4 Workplace and Occupational Wellbeing

This focuses specifically on occupational wellbeing—the wellbeing that arises from, and is expressed in, the work role. Here the dominant constructs are burnout and job satisfaction. Burnout is defined as a syndrome resulting from prolonged exposure to workplace stress that has not been effectively managed, and it is classically decomposed into three components: emotional exhaustion, depersonalization (or cynicism), and reduced personal accomplishment. Job satisfaction refers to an individual's feelings about their job and its various facets. These occupational constructs are the most direct bridge between wellbeing and professional performance, because they are grounded in the work context itself.

2.5 Professional Performance

Professionalism is broadly thought of as the sum of all the physical and psychologic qualities such as competence, honesty, dedication, education, responsibility, and loyalty to one's organization found in the domain of an occupation or profession in exemplifying one's work. It is recognized that teacher professionalism can be encouraged on various routes, such as seminars and training programmes, formal study of education, professional training and coaching or mentoring schemes designed to build teacher's knowledge and skills. Teacher performance is also one of the facets that be used as a measure of teacher quality, that is the higher the teacher's performance, the better the teacher's quality (Abdullah, 2019).

Professional performance is defined based on the view of Chen et al. (2013) who define professional competency as combining three aspects: common competency (technological competency, general competency, and cultural competency), professional competency

(professional knowledge, professional capacity, work capacity, and communication ability and presentation), and professional attitude (work beliefs and occupational dispositions).

According to Bernard Barber (2005) there are four typical characteristics of professionalism that are non-negotiable in terms of how one conducts oneself as a professional, namely:

- a) There is a body of systematic knowledge that is the foundation for the practice of the profession.
- b) Professional practice is directed towards the interest of the client and the community and, not towards self-interest.
- c) A code of professional ethics is developed and practiced through self-regulation.
- d) Attainment of the profession is through recognition of work performance and, not as the end in itself.

Evans (2011) identified teacher's professionalism as having three dimensions: behavioral (what teachers do in practice), attitudinal (dispositions and values of teachers) and intellectual (pedagogical content knowledge that underpins teachers' practice). Based on the above framework, this study found five main dimensions of teachers' professionalism namely the dimension of teaching skills aligned with the intellectual dimension, management skills aligned with the behavioral dimension, interpersonal dimension aligned with the behavioral dimension, and discipline and regularity dimension, and professional development dimension aligned with the attitudinal dimension

2.6 Theoretical framework

The theoretical framework of the study provides a structured explanation of how teachers' wellbeing may influence their professional performance. The present study was supported by several complementary theories that explain the relationship between teachers' working conditions, wellbeing, psychological processes, and professional performance.

The Job Demands–Resources Model

The Job Demands – Resources model (JD-R) is perhaps the most prominent model of occupational wellbeing. It suggests that each position contains demands (aspects which require prolonged effort and have a physiological or psychological cost) and resources (aspects which assist in the achievement of goals, in reducing demands or stimulating growth). In teaching, demands are represented by workload, disruptive behaviour, administrative bureaucracy and role ambiguity; resources are social support, autonomy and constructive leadership. If demands persistently exceed resources, a health-impairment pathway will result in burnout; if resources are sufficient, a motivational pathway will result in engagement and improved performance. Having access to suitable resources can assist teachers to do their jobs more effectively (Dreer, 2023). The application of the JD-R lens to elementary and school teachers in recent studies reveals that job resources are related to subjective vitality and reduce turnover intentions (Collie, 2023).

The PERMA Model as a Performance Lens

PERMA describes wellbeing, and has been employed to explain performance. When the framework is extended to teaching excellence, contextual variations were identified that lead to

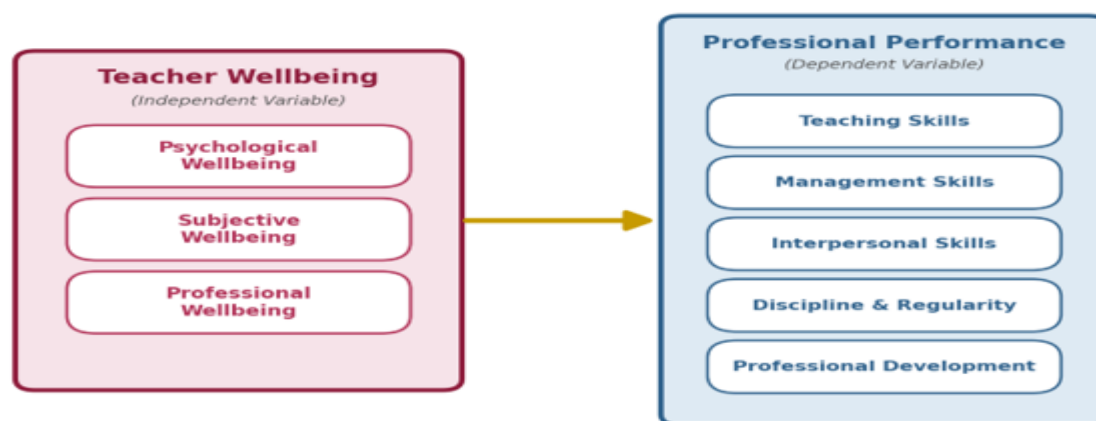
virtuous or vicious cycles, that either promote or diminish the wellbeing and quality of teaching (Golab et al., 2024). This cyclical interpretation is significant, in that it implies that wellbeing and performance are not merely one-way driving forces, but are able to reinforce one another over time, so that positive emotions and positive performance (or achievement) leads to better teaching, which leads to further positive emotions and achievement.

Social Cognitive Theory and Self-Efficacy

The construct of self-efficacy, that is, teachers' beliefs about their capacity to plan and carry out activities sufficient to effectively teach, has been added to the social cognitive theory. Bandura has summarized four factors that contribute to the development of self-efficacy: mastery experiences, vicarious experiences, verbal persuasion, and physiological and affective states (Pang & Cheung, 2023). Wellbeing is introduced into this list at just the right place: when a teacher is in a positive affective state, with low stress, she has a more positive physiological foundation for confident action. Self-efficacious teachers have high confidence to motivate students, implement effective teaching and assessment strategies, and enforce rules in the classroom, which are linked to students' academic achievement, engagement, and motivation, as well as to teachers' wellbeing and job satisfaction (Pang & Cheung, 2023).

These frameworks are complementary rather than competing. The JD-R model specifies the structural conditions the balance of demands and resources that raise or lower wellbeing. PERMA is a tool to think about the internal make-up of wellbeing after these factors have had their impact. A coherent account of the link between wellbeing and performance thus spans the three levels: working conditions have an impact on wellbeing (JD-R); wellbeing is felt as a set of positive emotions, engagement, relationships, meaning and accomplishment (PERMA); wellbeing is associated with greater confidence and cognitive breadth which in turn leads to high-quality instruction (social cognitive theory and broaden-and-build). This layered model also explains where interventions can intervene, from the demand and resource structure, to the experiential level (PERMA elements), to the proximal level (efficacy and emotion).

2.7 Conceptual Framework



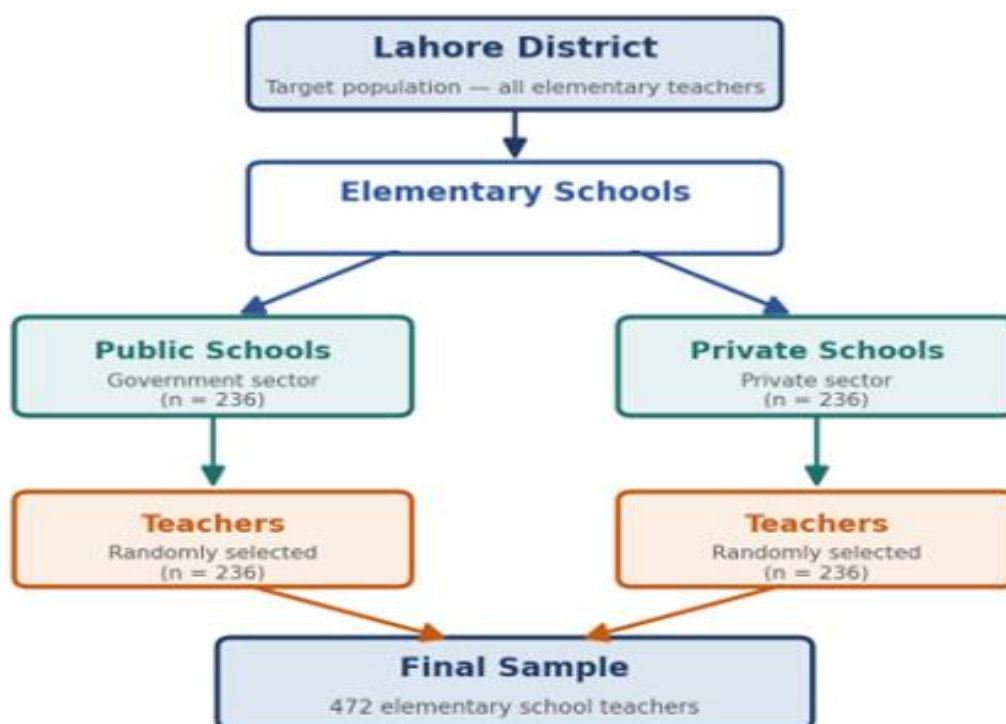
3. Research Methodology

3.1 Research Paradigm and Design

This study was quantitative in nature and was guided by the positivist research paradigm. Positivism assumes that social reality is objective, measurable, and independent of the researcher, and that relationships among variables can be observed and expressed numerically. The research design of this study was causal comparative that allowed the researcher to determine both the strength of the relationship between teacher wellbeing and professional performance and the extent to which wellbeing predicted performance.

3.2 Population and Sampling

All the teachers of public and private elementary schools in district Lahore were the targeted population of this study. A multistage random sampling technique was used to select participants, ensuring representation across schools. The final sample consisted of 472 elementary school teachers drawn from both public and private schools, a size consistent with the requirements for correlational and regression analysis and sufficient to support stable parameter estimates.



3.3 Instrumentation

Research instruments are the tools used by the researcher to collect data from participants. In this study, two structured questionnaires were used to gather relevant information from teachers: a Teacher Wellbeing (TWB) scale and a Professional Performance Questionnaire (PPQ). Both instruments used a 5-point Likert type response format and were checked for internal-consistency reliability using Cronbach's alpha before being used for the main analysis.

Table 1
Reliability of instruments

Sr.#	Instrument	Number of items	Cronbach's alpha
1	Teacher Well Being (TWB)	28	0.74
2	Professional Performance Questionnaire (PPQ)	21	0.72

The table above shows that the reliability of Teacher Well Being (TWB) was 0.74 and reliability of Professional Performance Questionnaire (PPQ) was 0.72.

3.4 Data Analysis and Results

3.4.1 Correlation Analysis

Research Question 1: Is there any statistically significant relationship between elementary school teachers' well-being and professional performance?

Table 2
Relationship among factors of Teacher Wellbeing (TWB) and Teacher Professional Performance (TPP)

	1	2	3	4	5	6	7	8	9	10
1 TPW	1									
2 TSW	.059	1								
3 TPW	.052	.202**	1							
4 TS	.615**	.058	.025	1						
5 MS	.594**	.081	.059	.158**	1					
6 DR	.279**	.462**	.170**	.022	.029	1				
7 IS	.184**	.500**	.256**	.136**	.116*	.193**	1			
8 PD	.108*	.143**	.454**	.046	.045	.248**	.340**	1		
9 TWB	.590**	.570**	.728**	.320**	.387**	.445**	.463**	.397**	1	
10 TPP	.632**	.418**	.350**	.491**	.452**	.567**	.645**	.610**	.726**	1

Note: TPW = Teacher Psychological Wellbeing, TSW = Teacher Subjective Wellbeing, TPW = Teacher Professional Wellbeing, TWB = Teacher Well-being (overall), TS = Teaching Skills, MS = Management Skills, DR = Discipline and Regularity, IS = Interpersonal Skills, PD = Professional Development, TPP = Teacher Professional Performance (overall)

** . Correlation is significant at the 0.01 level (2-tailed).

The correlation between teacher wellbeing and professional performance was positive and significant ($r = .726$, $p < .01$), suggesting that the higher the teacher's wellbeing, the more effective the professional performance the teacher demonstrates. Among the five performance factors, interpersonal skills ($r = .645$), discipline and regularity ($r = .567$), teaching skills ($r = .491$), and management skills ($r = .452$) all showed moderate to high positive correlations with wellbeing, while professional development ($r = .350$) showed the weakest, though still significant, association. Figure 1 illustrates these relationships.

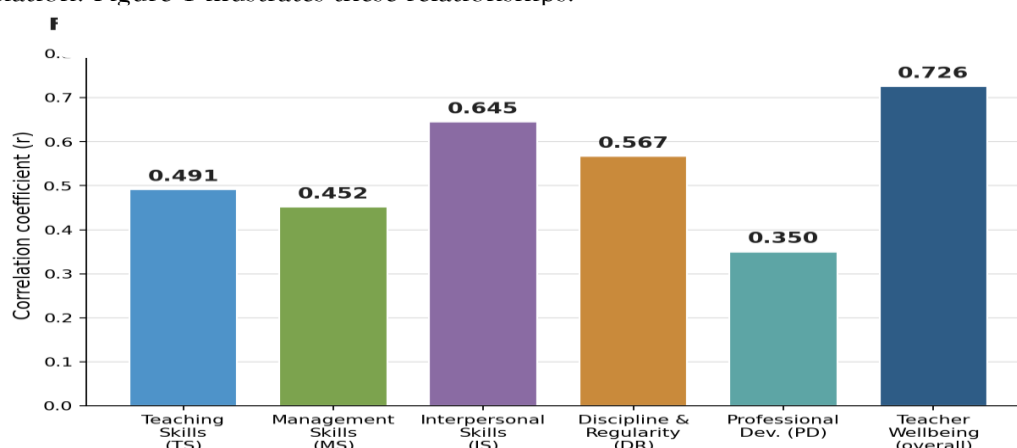


Figure 1. Correlation of performance factors, and overall performance, with teacher wellbeing.

Examining the relationship between the three components of teacher wellbeing and the five dimensions of professional performance, each wellbeing component related most strongly to a distinct part of the professional role. Psychological wellbeing showed its strongest relationships with teaching skills ($r = .615$, $p < .01$) and management skills ($r = .594$, $p < .01$), indicating that psychologically resourced teachers deliver and organize instruction more effectively. Subjective wellbeing related most strongly to interpersonal skills ($r = .500$, $p < .01$) and discipline and regularity ($r = .462$, $p < .01$), while professional wellbeing related most strongly to professional development ($r = .454$, $p < .01$). These patterns are visualized in Figure 2.

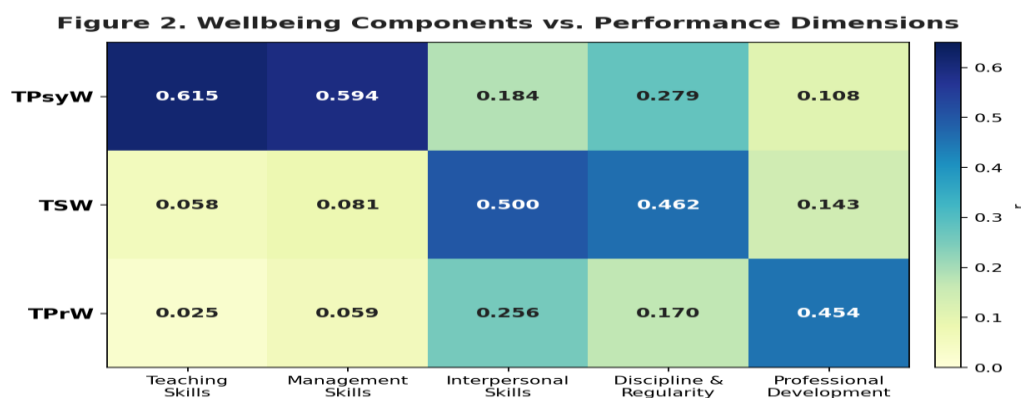


Figure 2. Correlations between teacher wellbeing components and professional-performance dimensions.

Overall, wellbeing constructs were more strongly associated with the relational and self-regulatory aspects of teaching, particularly interpersonal skills and discipline, than with professional development. This suggests that teacher wellbeing influences the interpersonal and behavioral quality of teaching more than it influences ongoing professional-development activity.

3.4.2 Regression Analysis

Research Question

Is there any significant impact of elementary school teachers' well-being on professional performance?

Table 3

Impact of Teacher Well-being (TWB) on Teacher Professional Performance (TPP)

Sr. no	Model	B	SE	β	t	p
1	Constant	.235	.136	—	1.731	.084
2	Teacher Well-being	.745	.041	.726	22.905	.000

Note: $r = .726$, $r^2 = .527$; $F(1, 470) = 524.626$, $p < .05$

The results of the regression analysis which took into account the effect of teacher well-being (TWB) on teacher professional performance (TPP) are shown in Table 3. Results show that teacher well-being is a significant predictor of teacher professional performance ($B = 0.745$, $\beta = .726$, $t = 22.905$, $p < .001$).

The model summary also reveals good correlation between the variables ($r = .726$) and the coefficient of determination ($r^2 = .527$) indicates that the teacher well-being explains about 52.7% of the variance in the teacher's professional performance. This implies that teacher well-being can be a significant predictor of teacher performance. In addition, the overall regression model is statistically significant, $F(1, 470) = 524.626$, $p < .05$, which indicates the fitness and the power to explain the model. The results, overall, indicate that there is a positive relationship between levels of teacher well-being and teachers' professional performance. Teachers with higher level of psychological, subjective, and professional well-being are more likely to show higher levels of teaching effectiveness, management, interpersonal relations, discipline, and professional development.

Table 4

Effect of different factors of Teacher Well-being (TWB) on Teacher Professional Performance (TPP)

Sr.#	Model	<i>B</i>	SE	β	<i>t</i>	<i>p</i>
1	Constant	.192	.124	—	1.545	.123
2	Teacher Psychological Wellbeing	.470	.023	.600	20.612	.000
3	Teacher Subjective Wellbeing	.260	.023	.031	11.159	.000
4	Teacher Professional Wellbeing	.228	.027	.252	8.492	.000

Note: $r = .778$, $r^2 = .606$; $F(3, 468) = 239.646$, $p < .05$

The Multiple Regression analysis on the influence of the various factors of teacher well-being to teacher's professional performance is presented in table 4. The findings show that each of the three facets of teacher well-being is a significant and positive predictor of teacher professional performance.

Of all the predictors, Teacher Psychological Well-being (TPW) turned out to be the strongest predictor of teacher professional performance ($B = .470$, $\beta = .600$, $t = 20.612$, $p < .001$). This means that teachers who are more psychologically well indicate higher professional performance. The results further indicated that Teacher Subjective Well-being (TSW) was a significant predictor of professional performance ($B = .260$, $\beta = .031$, $t = 11.159$, $p < .001$), which means that the teachers' personal satisfaction, sense of belonging, and emotional experiences positively predict their professional functioning. Also, Teacher Professional Well-being (TPRW) significantly positively predicted professional performance ($B = .228$, $\beta = .252$, $t = 8.492$, $p < .001$), suggesting that professional support, competence and workplace experiences also play an important role in improving the professional performance of teachers.

Overall regression model was statistically significant $F(3, 468) = 239.646$, $p < .05$, showing that the model is appropriate to predict teacher professional performance. The multiple correlation coefficient ($r = .778$) showed a good positive correlation between the predictors and teacher professional performance. Moreover, the coefficient of determination ($r^2 = .606$) shows that the three dimensions of teacher well-being account for about 60.6% of the variance in teacher professional performance. The results showed that teacher well-being has a significant effect on the improvement of teacher professional performance, and among these three dimensions, psychological well-being is the most significant factor.

4. Findings

The findings of the study showed a strong, positive, and statistically significant relationship between overall teacher wellbeing and overall professional performance ($r = .726$, $p < .01$). At the factor level, teacher wellbeing had significant positive relationships with all major areas of professional performance. The strongest relationship was found with interpersonal skills ($r = .645$, $p < .01$), followed by discipline and regularity ($r = .567$, $p < .01$), teaching skills ($r = .491$, $p < .01$), management skills ($r = .452$, $p < .01$), and professional development ($r = .350$, $p < .01$). These findings indicated that teachers with higher levels of wellbeing generally demonstrated better interpersonal relationships, discipline, teaching, classroom management, and professional development.

The findings further showed that the different dimensions of teacher wellbeing were significantly related to different areas of professional performance. Psychological wellbeing had strong positive relationships with teaching skills ($r = .615, p < .01$) and management skills ($r = .594, p < .01$). It also had positive relationships with discipline and regularity ($r = .462, p < .01$) and interpersonal skills ($r = .500, p < .01$). Subjective wellbeing was positively related to interpersonal skills ($r = .500, p < .01$) and discipline and regularity ($r = .462, p < .01$), while professional wellbeing showed its strongest relationship with professional development ($r = .454, p < .01$). Overall, the results showed that psychological, subjective, and professional wellbeing were positively associated with teachers' professional functioning.

The simple regression analysis showed that teacher wellbeing significantly predicted professional performance ($B = .745, \beta = .726, t = 22.905, p < .001$). The regression model showed $R = .726$ and $R^2 = .527$, indicating that overall teacher wellbeing explained 52.7% of the variance in professional performance. The overall regression model was statistically significant ($F(1, 470) = 524.626, p < .05$). These results indicated that teacher wellbeing was a significant predictor of professional performance. The multiple regression analysis showed that all three dimensions of teacher wellbeing were significant positive predictors of professional performance. Psychological wellbeing was the strongest predictor ($B = .470, \beta = .600, t = 20.612, p < .001$), followed by professional wellbeing ($B = .228, \beta = .252, t = 8.492, p < .001$) and subjective wellbeing ($B = .260, \beta = .031, t = 11.159, p < .001$). The overall model was statistically significant ($F(3, 468) = 239.646, p < .05$) with $R = .778$ and $R^2 = .606$. This showed that the three dimensions of teacher wellbeing together explained 60.6% of the variance in professional performance. Overall, the findings indicated that teacher wellbeing was strongly associated with and significantly predicted professional performance, with psychological wellbeing emerging as the strongest predictor.

5. Conclusion

The study concluded that teacher wellbeing played an important role in the professional performance of elementary school teachers. The results indicated that those teachers with higher scores on the psychological, subjective and professional wellbeing scales were more effective in their professional role. Having a positive relationship with teacher wellbeing had a positive correlation with other areas of professional performance such as interpersonal skills, discipline and regularity, teaching skills, management skills, and teacher development. The teachers who indicated emotional and psychological health, satisfaction with personal and professional life, and felt supported in professional environment were more likely to have positive relationships, manage classrooms well, attend school regularly and with discipline, conduct teaching duties effectively, and engage in professional development.

The study also found psychological wellbeing was the most important dimension of teacher wellbeing to account for professional performance. This indicates that emotional stability, confidence, positive psychological state, and coping with work-related stressors of teachers played an important role in effective professional functioning. The personal satisfaction of teachers (measured using subjective wellbeing) and their experiences (measured using professional wellbeing) also had a significant impact on professional performance and should not be neglected. The results hence indicate that teacher performance is not just defined in terms of their teaching skills or professional competencies, but also in terms of their overall wellbeing.

The research overall found that enhancing teacher wellbeing can be a significant factor in adding to professional performance in elementary schools. Supportive working conditions, healthy professional relationships, reasonable workload, psychological support, recognition and professional development opportunities could contribute to teachers' wellbeing and effective practice in school. Hence, teachers' wellbeing should receive proper consideration from the head of the school, schools and policy makers, as more positive wellbeing may lead to positively functioning teachers and school environment.

6. Discussions

Evidence from recent meta-analyses supports a consistency of evidence regarding the importance of teacher wellbeing as an important resource for supporting professional functioning and its consistent links to quality in teaching and to positive student outcomes (Hascher & Waber, 2021; Madigan & Kim, 2021). A recent meta-analysis based on the Job Demands-Resources theory also highlights that teacher wellbeing is a key factor in teacher sustainability and student learning outcome (Chen & Wang, 2025), which aligns with the present results showing that teachers with greater wellbeing exhibit higher teacher performance. The outcome also aligns with research findings that suggest that emotionally healthy teachers are more likely to be effective teachers, to have positive relationships with students, and to be effective classroom managers (Johnson & Coleman, 2023). In this regard, present research confirms a connection that has repeatedly been reported in recent world studies in the elementary-school setting in Pakistan. The highest correlation at the factor level was with interpersonal skills ($r = .645$) and discipline and regularity ($r = .567$). This is in line with a recent and increasing trend in research, which highlights the relational dimension of teaching. Positive teacher-student and collegial relationships are linked to teachers' engagement, satisfaction, and wellbeing, and teacher wellbeing and the quality of teacher-student and collegial relationships reinforce each other (Zhou et al., 2024; Collie, 2023). Recent studies also suggest that teaching is an emotionally charged profession where an educator's internal state influences their level of warmth, patience and consistency in classroom relations and routines (Nwoko et al., 2023). The fact that the interpersonal and disciplinary aspects of the job were more closely related to wellbeing than professional development is therefore consistent with the notion that wellbeing has a more evident effect on the relational and self-regulatory aspects of daily teaching.

The study also revealed that various dimensions of wellbeing were related to various areas of performance. The most positive correlations between psychological wellbeing and other variables were with teaching skills ($r = .615$) and management skills ($r = .594$); subjective wellbeing with interpersonal skills and discipline; and professional wellbeing with professional development. These specific alignments are based on recent evidence that psychological resources like self-efficacy and resilience are strongly related to classroom effectiveness, adaptive instructional practice, and classroom management (Mu et al., 2024; Mieres-Chacaltana et al., 2025). According to a recent systematic review, psychological wellbeing and self-efficacy of teachers also influence instructional quality, classroom management, and reduce teachers' stress and burnout (An & Tao, 2024). The relationship between teacher wellbeing and professional development is also consistent with results showing that teacher job competencies and resources in the classroom are the strongest correlates of teacher wellbeing (Wang et al., 2024). The present findings therefore

confirm, and provide some detail, on this literature by revealing that each aspect of wellbeing plays a unique contribution to the professional role. The regression results indicated that overall wellbeing was significant and accounted for 52.7% of the variance in performance ($\beta = .726$) and that the three dimensions of wellbeing together accounted for 60.6%. This strong predictive effect is in line with the Job Demands–Resources model which posits that sufficient personal and job resources facilitate engagement and performance (Bakker & Demerouti, 2023). This finding aligns with recent large-scale and meta-analytic research that found psychological capital, job competencies, and autonomous motivation to be the most important predictors of teacher wellbeing and, consequently, of outcomes in the profession (Chen & Wang, 2025). It further aligns with cross-cultural research that positive working environments positively impact teachers' wellbeing and job satisfaction, which are associated with effective professional functioning (Ramírez et al., 2025).

The findings of the present study suggest that the wellbeing pathway is directly related to performance because it accounts for a high percentage of the variance in performance, specifically 53%, in an elementary-education context. Finally, psychological wellbeing was the best predictor of performance ($\beta = .600$) compared to professional and subjective wellbeing. This is consistent with social cognitive theory which emphasizes self-efficacy which is developed in part from the teacher's physiological and affective states, and is more robust for a psychologically stable teacher from which he or she can gain the confidence he or she needs to take effective teacher action (Bandura, 1997). This ordering has been supported by recent research which found that teacher self-efficacy is positively correlated with wellbeing and that this positive correlation was mediated by two variables, resilience and teaching satisfaction (Wang et al., 2024); and that psychological resources predicted teacher self-efficacy directly and indirectly through emotion regulation (Zhang & Zhang, 2025). Accordingly, psychological wellbeing is a salient factor in the present findings which are aligned with the mechanism described above in this literature, where psychologically resourced teachers can best motivate pupils, employ effective strategies and manage their classroom. Combined, the four findings of this study fall in line with recent research and the multi-layered theoretical model which postulates that working conditions influence wellbeing, wellbeing is perceived as a configuration of positive states, and those states are turned into observable professional performance through efficacy and positive emotion.

7. Recommendations

Based on the results, the following recommendations are proposed:

1. Schools should focus on improving teachers' overall wellbeing by providing a supportive and positive working environment, reducing unnecessary workload, promoting healthy relationships, and providing emotional and psychological support. Since wellbeing was positively related to professional performance, improving teachers' wellbeing may help them perform their duties more effectively.
2. Special attention should be given to teachers' psychological wellbeing. School administrations should arrange counseling, stress-management activities, professional support, and opportunities for teachers to discuss work-related problems. As psychological wellbeing was the strongest predictor of professional performance, strengthening this area may particularly

support teaching, classroom management, interpersonal relationships, and other professional responsibilities.

3. Future researchers should conduct similar studies in other districts and educational settings to determine whether the relationship between teacher wellbeing and professional performance remains consistent across different regions, school levels, and public and private institutions. Future studies may also use larger samples and different research approaches, such as longitudinal or mixed-method research, to develop a deeper understanding of how teachers' wellbeing influences their professional performance.

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