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Review Paper

Exploring Factors Affecting Teacher's Well-being, Burnout and Mental Health: A Systematic Review

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ABSTRACT

Teacher's responses to cognitive, emotional, health and social conditions relating to their work and profession is understood as Teacher Wellbeing. It plays a crucial role in overall education and the quality of instruction. This systematic review analyses empirical studies from 2015 to 2025 that focus on teacher well-being, mental health, and burnout. 22 quantitative studies conducted in the years 2015 to 2025 were included in the final review. Findings reveal that these studies highlight high levels of stress and burnout among teachers, with high workload, student behaviour, administrative pressure, and inadequate resources emerging as major predictors. Protective factors such as social support, school leadership practices, positive emotions in class, resilience, thriving, gratitude & hope were seen to reduce stress & burnout. The review highlights the need to address teachers' job demands, strengthen teacher support systems, and promote mental health services within schools. It also provides implications for practice, policymaking, and future research.

Keywords: *Teacher Well-being, Burnout, Mental Health, School teachers, Systematic Review*

Teachers play a significant role in the development and overall education of students. There is increasing attention on students' mental health and overall well-being. However, there is limited attention paid to the well-being of teachers. As reported by UNESCO (2021), nearly 50% of teachers globally experience stress-related challenges in their professional lives, which makes it extremely important to study well-being in the context of teaching. Teacher well-being has received increased attention over the last few years. For instance, *The Teacher Well-being Index*, an annual survey and analysis by The Education Support, a charity organisation in the UK, works for the psychological well-being of those working in education, revealed in their survey done in 2024 that 78% of all education staff reported feeling stressed, and 77% experienced work-related mental health symptoms.

Well-being

WHO (World Health Organization, 2025) defines "well-being as a positive state experienced by individuals and societies. It encompasses quality of life and the ability of people and societies to contribute to the world with a sense of meaning and purpose." The Centres for

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Disease Control and Prevention (CDC, 2022) describe well-being as "the presence of positive emotions and moods, the absence of negative emotions, satisfaction with life, fulfilment, and positive functioning". The American Psychological Association (APA, 2018) defines well-being as "a state of happiness and contentment, with low levels of distress, overall good physical and mental health and outlook, or good quality of life".

Several models of well-being have emerged over the years; one of the famous models is the Seligman's PERMA Well-being Model (2011). Martin Seligman suggested 5 measurable elements that make up well-being, i.e., *PERMA (Positive Emotion, Engagement, Relationships, Meaning and Accomplishment*). *Positive emotions* are not just concerned with happiness; it is about positive feelings joy, affection, gratitude, which provides comfort and uplifts the mood. Seligman defines *Engagement* as "being one with the music". Psychologist Mihalyi Csikszentmihalyi describes the state of flow as "being completely involved in an activity for its own sake. The ego falls away. Time flies. Every action, movement, and thought follows inevitably from the previous one, like playing jazz. Your whole being is involved, and you're using your skills to the utmost." According to this model, it is important to make use of one's character strengths to attain flow, which makes the idea of engagement more compelling than merely "being happy". *Relationships* are central for human beings, any problems in relationships and social interactions largely affect the well-being of people. In the PERMA model, "relationships refer to feelings of being supported, loved, and appreciated or respected by significant others". Human beings are designed to 'belong'. It is a crucial aspect of being human that we allow ourselves to experience feelings of intimacy and connection, as well as emotional and physical contact with other people. There is an innate human tendency to search for meaning in our lives and a fundamental need for the importance of our being and/or self-worth. According to Seligman (2011), *Meaning* relates to a sense of belonging or being able to do something for others serving greater good. The last element of the Model is *Accomplishment,* which is also called achievement, mastery, or competence. Individuals feel proud and joyous on their achievements. This element relates to a sense of accomplishment and self-motivation; individuals having goals, working towards them and achieving mastery in them. The PERMA Model provides a comprehensive framework to understand well-being and factors associated with it.

Teacher well-being is broadly understood as "teachers' responses to the cognitive, emotional, health and social conditions pertaining to their work and their profession" (Viac & Fraser, 2020, p. 18). It encompasses how teachers feel and function in their professional roles. Based on the literature of positive psychology, Van Petegem defined teacher well-being as "a positive emotional state that is the result of a harmony between the specific context factors on the one hand and the personal needs and expectations towards the school on the other hand". Acton & Glasgow (2015) define teacher well-being "as a personal sense of satisfaction, fulfilment, purposefulness and happiness that comes from interactions with students and colleagues."

Burnout

Jackson et al. (1986) define burnout as a "state of emotional exhaustion that arises because of the excessive psychological and emotional demands made on people involved in helping others". WHO (2019) recognised burnout as an occupational phenomenon. "It has been classified as a syndrome, meaning a collection of symptoms or signs associated with a specific health-related cause". It is a state of mental, physical, and emotional exhaustion that can occur when someone experiences long-term stress and feels under constant pressure.

Burnout is also confused with stress. Though burnout may be caused by stress, it is not the same as stress. Stress is usually short-term and may impact sleep, energy, and emotions, leading to an individual still able to engage in the activity that is the cause of stress. With burnout, one feels so detached and demotivated that it impacts their ability to function properly. Repeated and prolonged high demands that exceed resources are majorly reasons of burnout. Burnout is found to impact individual's well-being at work and in their personal life affecting their inter-personal relationships. Individual's symptoms of burnout can be recognised physically, emotionally, and behaviourally. These symptoms range from feelings of severe exhaustion and detachment, loss of hope, energy, or reason for things to change. This state might lead to people being less productive, absent from work, excessively tired and irritable.

The Burnout Report (Mental Health UK, 2025) discusses how burnout is prevalent, with 91% of UK adults reporting high or extreme stress in the past year and 21% of workers taking time off due to stress-related mental health issues. Younger workers (18–24) are disproportionately affected, facing greater job insecurity, declining comfort in discussing stress with managers, and higher rates of mental health-related absences. The report recommended proactive mental health strategies, manageable workloads, supportive leadership, and creating inclusive workplace cultures, alongside individual measures like wellness planning, boundary setting, and healthy lifestyle habits (Mental Health UK, 2025). "Teachers' burnout can be understood as a complex phenomenon that occurs when educators experience physical, emotional and mental exhaustion due to prolonged and excessive stress associated with their profession" (Maslach et al., 2001). Burnout among teachers can be detrimental, as it affects the overall quality of education and the well-being of those involved.

Mental Health

WHO (World Health Organization, 2022) defines "Mental health as a state of mental well-being that enables people to cope with the stresses of life, realise their abilities, learn well and work well, and contribute to their community". It is not mere absence of any mental disorders but it is more than that. It exists on a complex continuum, and people experience it differently with varying degrees of difficulty and distress. It may lead to potentially very different social and clinical outcomes. "Mental health conditions include mental disorders and psychosocial disabilities, as well as other mental states associated with significant distress, impairment in functioning, or risk of self-harm. People with mental health conditions are more likely to experience lower levels of mental well-being" (WHO, 2022). Teacher's mental health is important to understand, as they play a crucial role in shaping the future of the next generation. Their mental health concerns cannot be overstated, as it directly affects their effectiveness and well-being in the classroom.

Research Questions-

1. What do existing studies reveal about teacher well-being, burnout, and mental health among school teachers?
2. What factors are responsible for burnout and mental health concerns among school teachers?

METHODOLOGY

The study is a systematic review using the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA 2020) guidelines. Quantitative research conducted in the years 2015 to 2025 were included having the keywords of 'Teacher's burnout', 'mental

health' and 'well-being'. Studies that did not meet this criteria, qualitative researches and those with restricted access were excluded. Various databases and journals were used to identify relevant studies. These included ResearchGate, Google Scholar, Springer Nature's *BMC Public Health*, Taylor & Francis, and ScienceDirect (Elsevier). Journals such as the *International Journal of Psychology and Educational Studies*, the *European Journal of Investigation in Health, Psychology and Education*, *Frontiers in Psychology*, and the *Electronic Journal of Research in Educational Psychology* were also reviewed to ensure comprehensive coverage. After identifying the studies their year of publication, author, aim and findings were reviewed as shown in table 1.

A PRISMA diagram was made after completing the review process. A total of 52 records were identified through different database searches. All 52 records were screened based on their titles and abstracts, out of which 7 were excluded. The remaining 45 studies were sought for their full text retrieval of which 8 were not retrieved as their full texts were not available. 37 full records were then assessed for eligibility according to the inclusion criteria of these 15 studies did not match the inclusion criteria, as 7 were outside the time frame of 2015 to 2025 and 8 were qualitative in nature. Total 22 researches studies met the inclusion criteria and were included in the systematic review.

The PRISMA Diagram is as follows-

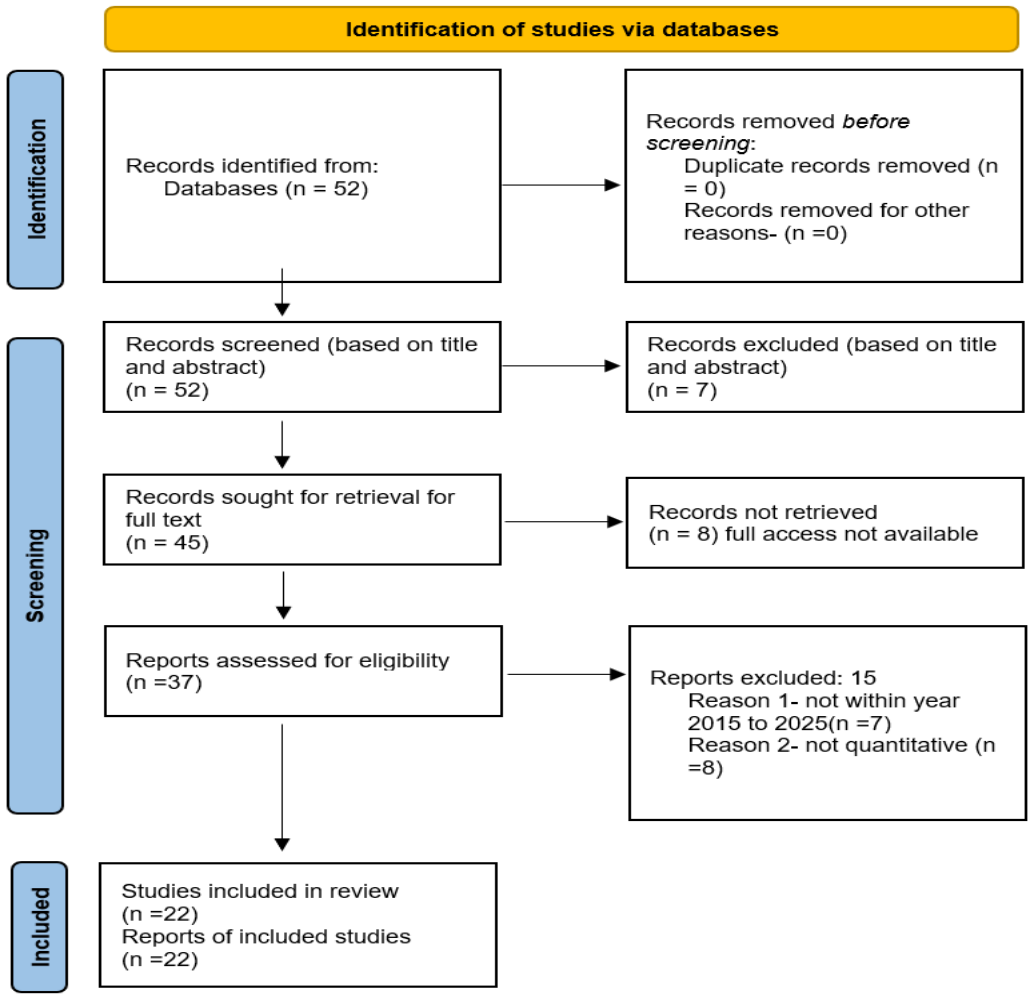


Table 1- Summary of Studies Included in the Systematic Review

S. No.	Year /Author	Aim of the Study	Identified factors associated with Teacher's well-being
1	2015 Gorsy	The study assessed mental health of government school teachers and compared their mental health level based on their gender and locality of workplace.	Results revealed that mental health of teachers varied across gender and locality where male teachers had better mental health levels than their female counterparts and teachers working in urban area were found to have better mental health in comparison to the ones posted at rural areas.
2	2017 Raza	Job satisfaction of public primary school teachers and its implication on their job commitment was examined. Interpersonal relations, attitude of management, facilities, working state and benefits were evaluated to understand job satisfaction.	Highest level of job satisfaction was linked to intrinsic aspects of job life, secondly interpersonal relations, attitude of the management, physical facilities, and working conditions and benefits/incentives placed at lowest level. Job satisfaction levels were overall high to very high revealing strong job commitment and intention to continue.
3	2018 Asadi	The study assessed the incidence and predisposing factors of self-reported burnout among primary school teachers in Basrah.	A significant association was found between burnout and age, sex and marital status. Work overload, problems related to career advancement, high number of students per class and student misbehaviour were seen as work-related factors that predicted burnout.
4	2019 Sokmen	Teachers who work in the primary schools in Turkey and its districts were assessed on a model showing self-efficacy, autonomy, job satisfaction, engagement and burnout levels and relationship among these components.	Teaching self-efficacy predicted teacher engagement, job satisfaction, and autonomy positively and predicted burnout negatively. Teacher autonomy predicted teacher engagement positively.
5	2019 García	The study explored relationships between the dimensions of burnout and the resilience perceived in Primary Education teachers. Levels of perceived effectiveness and its effect against burnout were checked.	Findings showed that higher emotional exhaustion and depersonalization were linked to lower resilience. Higher personal fulfilment was associated with higher resilience, including personal competence, confidence in one's intuition, and positive acceptance of change.
6	2020 Anastasiou	The study aimed to investigate the level of job satisfaction and burnout of primary school teachers in Greece during a period of a prolonged economic crisis, and how age or work experience may be a predictor of emotional exhaustion,	Results revealed that teachers exhibited a high level of emotional exhaustion, a medium level of depersonalization, and a lack of personal accomplishment. There was no gender effect on overall job satisfaction; however, female

S. No.	Year /Author	Aim of the Study	Identified factors associated with Teacher's well-being
		depersonalization, and personal accomplishment.	teachers showed higher satisfaction with intrinsic job characteristics and lower emotional exhaustion compared to male teachers. Male teachers exhibited a higher score for a lack of personal accomplishment. Majority of teachers identified extrinsic job characteristics, such as working conditions and working hours, as the most significant stressors in their jobs
7	2020 Skaalvik and Skaalvik	To examine how teacher's perceived job demands and resources predict burnout and its impact on depressed mood, job satisfaction, and intention to leave the profession over time.	Findings show that the job demands and resources were linked differently to the three dimensions of burnout i.e. emotional exhaustion, cynicism, and self-perceived accomplishment. These dimensions were differently related to depressed mood, job satisfaction, and motivation to quit. Time pressure was the strongest predictor of emotional exhaustion. Cynicism was most strongly linked to low student motivation and working in a conflicting value environment. Autonomy was positively associated with self-perceived accomplishment, while low student motivation was negatively related to it.
8	2020 Daniilidou	The study tested a model describing how self-efficacy and resilience dimensions intertwine to predict stress and burnout of primary school teachers.	The results partially confirmed the hypothesis showing that three of the resilience subscales, Social-Professional Resilience, Adaptability and Motivational Resilience, partially mediated the relationship of self-efficacy with burnout and stress. Out of the four resilience subscales, Emotional Resilience was found to fully mediate in the above relationship and had the strongest predictive power over burnout and stress.
9	2020 Chinzah	The study explored levels of burnout among secondary school teachers of Aizawl and studied the difference in burnout among male and female teachers and compare the variation in burnout between the married and unmarried teachers.	Results revealed that the level of burnout among secondary school teachers was comparatively low and no significant difference was found between male and female teachers in regard to burnout. However, female teachers have higher level of burnout than male teachers. No significant difference was found between married and unmarried teachers

S. No.	Year /Author	Aim of the Study	Identified factors associated with Teacher's well-being
			which indicated that marital status of an individual had no effect on their burnout.
10	2022 Hossain	The study explored work climate factors contributing to teacher burnout at secondary schools in Bangladesh.	The findings of the study indicated three work climate factors; innovation, professional growth, and recreation, which significantly influenced at least one of the three components of teacher burnout and the overall burnout score.
11	2022 Lau	The relationship of pandemic and the government's health preventive responses to it with the working lives, mental health and well-being of Hong Kong school teachers were examined. Self-endangering work behaviours, perceived stress, and work-SOC and their associations with teachers' well-being were also seen.	Teachers were found to have a high level of perceived stress, 87.6% perceiving that they were under high levels of stress. Teachers perceived stress did not vary based on demographic factors such as age and gender. It was also revealed that work intensification, work extensification and exhaustion related to work situation were predictors of teachers perceived stress.
12	2022 Li	The study investigated how teachers' moment-to-moment emotions were related to students' behaviour. Relationships among teachers' lesson-specific emotions, teachers' end-of working well-being, and general well-being were investigated.	Results indicated that student behaviour predicted teachers' lesson-specific emotions, and this association varied across days and teachers. Lesson-specific positive emotions were found to predict their well-being, suggesting that positive emotions might serve as a protective factor for teachers' well-being.
13	2023 Bucio	The study assessed the level of teacher burnout, teacher quality, and teacher self-efficacy among elementary school teachers	A negative relationship was found between burnout and teaching quality. Similarly, the teacher burnout and self-efficacy were found to be negatively related.
14	2023 Chaudhry	The impact of thriving, energy management, and stress on the psychological well-being of school teachers in India was examined.	It was found that energy management was positively associated with psychological well-being. Thriving and stress were found to have a mediating effect.
15	2023 Arunima C.	The study aimed to assess burnout, general well-being, and resilience among school teachers teaching at different levels	The findings showed a positive correlation between general well-being and personal accomplishment, a dimension of burnout. General well-being and resilience were also found to be positively correlated. Resilience correlated with the two dimensions of burnout. Emotional exhaustion was negatively correlated and personal accomplishment was positively correlated with resilience.

S. No.	Year /Author	Aim of the Study	Identified factors associated with Teacher's well-being
			A significant difference was found in personal accomplishment with respect to grade levels of school teachers, and the result also indicated that primary school teachers had higher personal accomplishment.
16	2023 Pandey	The study analysed the differences and similarities in the mental health of male and female government inter college educators, analyse the differences and similarities in the mental health of rural and urban government inter college educators	Results revealed significant difference between male and female government school teachers in terms of egocentrism, alienation, expression, and social non-conformity, as well as their mental health status, but no significant difference between them in terms of emotional instability. Gender discrimination existed when it came to government school teachers' mental health
17	2023 Singh	The study analysed the factors affecting teachers' well-being and association between demographic profile of the teachers and their well-being	Results revealed that teachers reported positive experiences in terms of time for class preparation, support for professional development, and maintaining a healthy work-life balance. Demographic factors such as age, gender, and teaching experience exhibited varying degrees of influence on teachers' perceived well-being.
18	2024 Einav	The study explored how the interpersonal factor of social support and the intrapersonal factors of gratitude and hope were associated with lower levels of teachers' burnout.	Study revealed that burnout was negatively associated with social support, gratitude and hope and positively associated with loneliness. Social support and hope were found to be associated with low levels of burnout; and the feelings of loneliness and a sense of entitlement were related to higher levels. Gratitude, hope, a sense of entitlement, and loneliness linked social support with burnout.
19	2024 Sonali Channawar	The research aimed to explore the effect of teacher self-efficacy on burnout of South Bastar high school teachers.	Result revealed that teacher self-efficacy positively works on teacher burnout. Teacher self-efficacy shows the negative correlation with teacher burnout and significant difference found between dimension of burnout
20	2024 Paudel	The study assessed the prevalence of occupational burnout and the factors contributing to it among secondary-level teachers in Nepal.	Poor or moderate work abilities were associated with poor ratings of all three dimensions of burnout. Teaching special need students

S. No.	Year /Author	Aim of the Study	Identified factors associated with Teacher's well-being
			contributed to emotional exhaustion and depersonalisation, whereas low physical activity and alcohol intake were associated with personal achievement only.
21	2024 Costa	The study examined how different job resources are associated with teacher well-being outcomes, to understand the extent to which psychological, social, organisational and institutional resources relate to both positive and negative aspects of teacher well-being. It also looked at how resources and well-being vary across demographic variables, and the relative contribution of different resources in predicting teacher well-being.	Results revealed that higher resources were linked with increases in positive well-being and decreases in negative well-being. Institutional resources like political support and diversity climate were found to effect teacher well-being. In terms of Socioeconomic status of students and school location, teachers with a higher number of students receiving free or reduced lunch showed greater negative well-being and lower positive well-being. Novice teachers experienced the highest negative well-being, supporting other studies that find that this group of teachers experiences greater stress and burnout.
22	2025 Pakdee	The study investigated the prevalence of burnout among higher education teachers in Thailand and determine the association between burnout and well-being and clarify the factors affecting each dimension of burnout (emotional exhaustion, depersonalization, and reduced personal accomplishment	Results found high prevalence of burnout among teachers, associated with lower well-being. Age and workload affect emotional exhaustion. Working hours and experience affect depersonalization. Salary impacts reduced personal accomplishment. High burnout prevalence among higher education teachers is linked to well-being, age, workload, experience, and salary. Optimal workload and mentoring may reduce emotional exhaustion and depersonalization. Health promotion, environmental support, and balanced efforts/rewards can decrease burnout and improve well-being by enhancing personal accomplishment.

RESULTS AND DISCUSSIONS

The objectives of the systematic review were to review the studies examining teacher well-being, burnout and mental health in school teachers and to explore factors responsible for burnout and mental health concerns among them. The Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA 2020) guidelines were used for the review. The inclusion criteria used for the review limited the review to the studies conducted in the years 2015 to 2025, quantitative in nature, and that contained at least one of the

following keywords: "Teacher's burnout," "well-being," or "mental health." The studies also varied in design from cross sectional, longitudinal, casual comparative to correlational researches. The studies were from varied educational contexts such as India, Turkey, UK, US and other countries including primary, secondary and senior secondary teachers.

22 researches that met the inclusion criteria were used for the final review and were studied. Several factors were identified among these 22 researches that influenced burnout, mental health and teacher well-being. These factors are *Self-efficacy and Resilience, Work Related Challenges, Social Support, Demographic and Personal factors, Coping Mechanisms, Institutional Factors*. Each of these factors is discussed below-

Self-efficacy and Resilience

Self-efficacy means the individual's ability in their capacity to succeed and accomplish their goals. Self-efficacy was the most commonly found factor's discussed in the context of teacher well-being. Sokmen (2019) reported that teacher self-efficacy improved teacher engagement, job satisfaction, and autonomy while reducing burnout. Channawar (2024) also revealed that teacher self-efficacy shows the negative correlation with teacher burnout among high school teachers in India. On the other hand, Bucio and Dioso (2023) found that burnout was negatively related to both teaching quality and self-efficacy.

Resilience was also a commonly found factor protecting teacher's well-being. García (2019) found that high resilience was found among those teachers who reported lower emotional fatigue and depersonalisation. Daniilidou (2020) reported emotional resilience was found to be a protective factor against burnout and stress. Arunima and Joseph (2023) found that resilience was positively associated with general well-being and personal accomplishment and negatively associated with emotional exhaustion.

Work related Challenges

Several studies identified time pressure, workload and other teaching-related challenges influencing well-being of teachers. Time pressure was found to be one of the strongest predictors of emotional exhaustion among teachers; low student motivation and conflicting school values were associated with cynicism (Skaalvik & Skaalvik, 2020). Lau (2022) reported that intensified workload during the COVID 19 pandemic was found to be a major factor contributing to perceived stress among teachers in Hong Kong. Paudel (2024) revealed that poor work ability, teaching children with special needs, disturbed sleep and limited physical activity were linked to higher levels of burnout among teachers. Al-Asadi (2018) reported work overload, student misbehaviour, and large class sizes as significant factors of stress for teachers in Iraq. Raza (2017) reported that supportive management and good working conditions enhanced teachers' job satisfaction, while limited incentives were seen as a drawback.

Social Support

Supportive environment, support of colleagues and other means of social support were identified to have a positive influence on well-being. Einav (2024) reported that negative links were found between burnout and social support and hope. Feelings of loneliness and a sense of entitlement were linked to higher levels of burnout. Costa (2024) found that resources like political support, diversity, climate, and support from colleagues improved well-being of teachers. On the other hand, it was found that unsupportive environments were linked to greater stress and negative emotions. (Skaalvik & Skaalvik 2020).

Demographic and Personal Factors

Studies have explored how demographic and personal factors influence well-being. Gorsy (2015) identified that male teachers had better mental health than their female counterparts and teachers posted in urban area were found higher on mental health as compared to those posted in rural areas. Gender differences were also significantly found with female teachers experiencing more alienation and egocentricism (Pandey 2023). Al-Asadi (2018) observed that younger teachers were more vulnerable to burnout and that marital status also influenced outcomes. Whereas, Chinzah (2020) found no significant differences in burnout levels by gender or marital status, although women scored slightly higher on burnout measures.

Coping Mechanisms

Coping strategies and presence of positive emotions were linked with improved teacher well-being. Li (2022) found that positive emotional experiences in classroom predicted lesson specific and over well-being, suggesting that emotional experiences are linked with teacher's mental health outcomes. Chaudhry (2023) found that energy management and thriving positively impacts psychological well-being, with stress serving as a mediating factor. Einav (2024) demonstrated negative links between burnout with gratitude and hope.

Institutional Factors

Institutional factors like working conditions, salary and other job characteristics were also linked to well-being, burnout and mental health of teachers. Pakdee et.al (2025) revealed that long working hours and experience affect depersonalization as well as salary impacts reduced personal accomplishment and increased burnout. Anastasiou (2020) found that extrinsic job characteristics like working conditions and long hours were most significant stressors in their jobs. Costa (2024) revealed that teachers working in schools receiving free or reduced lunch exhibited lower levels of positive well-being and higher levels of negative well-being. The following table 2 show the factors associated with teachers' well-being:

Table 2- Factors associated with Teacher's Well-being

Factor	Positive Influence	Negative Influence	Studies
Self-efficacy & Resilience	Higher self-efficacy promotes engagement, job satisfaction, autonomy; resilience reduces stress & burnout	Low self-efficacy/resilience leads to exhaustion, depersonalization	Sokmen 2019; Channawar 2024; Bucio 2023; García 2019; Daniilidou 2020; Arunima 2023
Work related Challenges	Supportive work environment, favourable working conditions related to job satisfaction	Heavy workload, time pressure, misbehaviour, large classes, poor work ability, poor sleep, low activity, teaching special needs increases burnout	Skaalvik & Skaalvik 2020; Lau 2022; Paudel 2024; Al-Asadi 2018; Raza 2017
Social Support	Social/collegial support, institutional resources, political backing, diversity climate improved well-being	Loneliness, weak school culture, entitlement increases burnout	Einav 2024; Costa 2024; Skaalvik & Skaalvik 2020
Demographics & Personal	Male teachers, urban posting, experienced	Female teachers, younger age, rural posting, certain	Gorsy 2015; Pandey 2023; Al-

Factor	Positive Influence	Negative Influence	Studies
Factors	teachers found to have better mental health	marital statuses found to have poorer outcomes	Asadi 2018; Chinzah 2020
Coping Strategies	Positive emotions in class, energy management, thriving, gratitude & hope enhanced well-being	–	Li 2022; Chaudhry 2023; Einav 2024
Institutional Factors	Supportive policies, mentoring, adequate salary linked with higher well-being	Long hours, poor salary, weak institutional support increased burnout	Pakdee 2025; Anastasiou 2020; Costa 2024

The following tables 3, 4, and 5 are constructed based on the reviewed research studies and its meta-analysis:

Table 3- Studies Indicating Factors Affecting Mental Health

Factor	Key Findings	Studies
Gender	Male teachers reported better mental health; gender discrimination impacts mental health	Gorsy (2015); Pandey (2023)
School location	Urban teachers showed better mental health than rural teachers	Gorsy (2015)
Age	Age influences emotional exhaustion and stress	Anastasiou (2020); Paudel (2024)
Work intensification & extensification	Strong predictors of perceived stress	Lau (2022)
Working conditions & hours	Major contributors to stress	Anastasiou (2020)
Student behaviour	Influences teachers' emotions and daily well-being	Li (2022)
Positive emotions	Act as protective factors for mental health	Li (2022)
Energy management	Positively impacts psychological well-being	Chaudhry (2023)

Table 4- Studies Indicating Factors Affecting Well-being

Factor	Key Findings	Studies
Job satisfaction	High intrinsic satisfaction linked to commitment	Raza (2017)
Autonomy	Positively associated with self-perceived accomplishment	Skaalvik & Skaalvik (2020)
Professional development support	Enhances perceived well-being	Singh (2023)
School & policy support	Institutional resources improve well-being	Costa (2024)
Self-efficacy	Predicts engagement, satisfaction, and well-being	Sokmen (2019); Sonali Channawar (2024)
Resilience	Positively correlated with general well-being	Daniilidou (2020); Arunima C. (2023)
Hope & gratitude	Reduce burnout and enhance well-being	Einav (2024)
Social support	Associated with higher well-being and lower burnout	Einav (2024)
Teaching experience	Novice teachers report lower well-being	Costa (2024)
Grade level	Primary teachers show higher personal accomplishment	Arunima C. (2023)

Table 5- Studies Indicating Factors Affecting Burnout

Factor	Key Findings	Studies
Work overload	Strong predictor of emotional exhaustion	Asadi (2018); Pakdee (2025)
Time pressure	Strongest predictor of emotional exhaustion	Skaalvik & Skaalvik (2020)
Large class size	Associated with higher burnout	Asadi (2018)
Student misbehaviour	Predicts exhaustion and cynicism	Asadi (2018); Skaalvik & Skaalvik (2020)
Low student motivation	Predicts cynicism and low accomplishment	Skaalvik & Skaalvik (2020)
Low self-efficacy	Negatively related to burnout	Sokmen (2019); Bucio (2023); Sonali Channawar (2024)
Low resilience	Linked to emotional exhaustion and depersonalisation	García (2019); Daniilidou (2020)
Loneliness	Positively associated with burnout	Einav (2024)
Age	Younger teachers more vulnerable to burnout	Paudel (2024); Pakdee (2025)
Poor sleep & physical health	Contributes to burnout dimensions	Paudel (2024)
Salary	Low salary linked to reduced personal accomplishment	Pakdee (2025)

CONCLUSION

The systematic review explored factors affecting teachers' well-being, burnout and mental health. Its analysis found several factors associated with well-being of teachers. Self-efficacy and resilience were found to be the major protective factors, helping in reduced level of burnout, while other work-related challenges such as time pressures, heavy workload, large classroom sizes contributed to emotional exhaustion. Social support and coping strategies were linked to better teachers' well-being. Demographic and personal factors, such as gender, age, and location were found to influence teachers' mental health, with younger and female teachers often experiencing higher stress level. Institutional factors like salary, working hours, mentoring, and school culture further impacted teachers' well-being, highlighting the need for systemic changes and institutional support. The findings of the systematic review highlighted the need to address factors negatively associated with teachers' well-being and to provide support for their overall personal and professional growth.

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