

# **Teacher Well-Being: Between Counseling and Resilience Pedagogy**

**Emanuele Isidori, Irina Leonova, Agita Abele, Gianni Caione, Lyudmila Zakharova, Iosif Sandor**

# Teacher Well-Being: Between Counseling and Resilience Pedagogy

Emanuele Isidori <sup>a\*</sup>, Irina Leonova <sup>b</sup>, Agita Abele <sup>c</sup>, Gianni Caione <sup>d</sup>, Lyudmila Zakharova <sup>b</sup>, Iosif Sandor <sup>e</sup>

<sup>a</sup> University of Rome Foro Italico, Piazza L. De Bosis, 15, Rome 00135, Italy

<sup>b</sup> Lobachevsky State University of Nizhny Novgorod, 23 Prospekt Gagarina, Nizhny Novgorod, 603950, Russia

<sup>c</sup> Latvian Academy of Sports Education, Brivibas gatve 333, Riga LV-1006, Latvia

<sup>d</sup> Italian School of Addis Abeba, Belay Zeleke Street P.O. Box 970, Addis Abeba, Ethiopia

<sup>e</sup> Babes-Bolyai University, Pandurilor Street 7, Cluj-Napoca, Romania

\*Corresponding author: [emanuele.isidori@uniroma4.it](mailto:emanuele.isidori@uniroma4.it)

## Abstract

### Keywords:

teacher; well-being; counseling; resilience; pedagogy.

Teacher well-being is a critical factor in the overall success of educational institutions and plays a significant role in student outcomes. This paper delves into the intersection of counseling and resilience pedagogy as a comprehensive approach to support and enhance teacher well-being. By fostering resilience and providing professional counseling, we can address educators' challenges and promote a healthier, more supportive working environment. The study examines teachers' unique stressors and challenges, including high workload, emotional demands, and the pressure to meet performance standards. We then explore the potential benefits of counselling to provide emotional support, promote self-awareness, and equip teachers with coping strategies to manage stress and prevent burnout.

Resilience pedagogy, however, focuses on cultivating the ability to adapt to and recover from adversities. This paper investigates the application of resilience pedagogy in the context of teacher well-being, outlining methods for enhancing resilience through professional development, self-reflection, and the establishment of supportive networks. We provide evidence-based recommendations for integrating counseling and resilience pedagogy in educational settings by drawing on empirical research, best practices, and case studies. We also propose a practical framework for schools and policymakers to develop and implement targeted interventions to promote teacher well-being. In conclusion, this paper has emphasized the importance of a dual approach that combines counseling and resilience pedagogy to address the well-being of educators. Investing in teacher well-being can create a more supportive environment that ultimately leads to improved educational outcomes for students and the long-term success of the education system.

## Zusammenfassung

### Schlüsselworte:

Lehrer; Wohlbefinden; Beratung; Resilienz; Pädagogik.

Lehrerwohlbefinden ist ein kritischer Faktor für den Gesamterfolg von Bildungseinrichtungen und spielt eine signifikante Rolle für die Ergebnisse der Schüler. Diese Arbeit untersucht die Schnittstelle von Beratung und Resilienzpädagogik als umfassenden Ansatz zur Unterstützung und Verbesserung des Wohlbefindens von Lehrkräften. Durch die Förderung von Resilienz und die Bereitstellung professioneller Beratung können wir die Herausforderungen von Pädagogen angehen und eine gesündere, unterstützendere Arbeitsumgebung fördern. Die Studie analysiert die spezifischen Stressoren und Herausforderungen von Lehrern, einschließlich hoher Arbeitsbelastung, emotionaler Anforderungen und des Drucks, Leistungsstandards zu erfüllen. Anschließend untersuchen wir die potenziellen Vorteile der Beratung zur emotionalen Unterstützung, Förderung der Selbstwahrnehmung und Ausstattung der Lehrkräfte mit Bewältigungsstrategien zur Stressbewältigung und Burnout-Prävention. Die Resilienzpädagogik konzentriert sich jedoch darauf, die Fähigkeit zur Anpassung an und Erholung von Widrigkeiten zu kultivieren. Diese Arbeit erforscht die Anwendung der Resilienzpädagogik im Kontext des Lehrerwohlbefindens und skizziert Methoden zur Steigerung der Resilienz durch berufliche Weiterbildung, Selbstreflexion und den Aufbau unterstützender Netzwerke. Wir bieten evidenzbasierte Empfehlungen für die Integration von Beratung und Resilienzpädagogik in Bildungseinrichtungen, gestützt auf empirische Forschung, bewährte Praktiken und Fallstudien. Darüber hinaus schlagen wir einen praktischen Rahmen für Schulen und politische Entscheidungsträger vor, um gezielte Interventionen zur Förderung des Lehrerwohlbefindens zu entwickeln und umzusetzen. Abschließend betont diese Arbeit die Bedeutung eines dualen Ansatzes, der Beratung und Resilienzpädagogik kombiniert, um das Wohl der Pädagogen zu adressieren. Investitionen in das Wohl der Lehrkräfte können eine unterstützendere Umgebung schaffen, die letztlich zu verbesserten Bildungsergebnissen für Schüler und dem langfristigen Erfolg des Bildungssystems führt.

## 1. Introduction

In the educational landscape, teachers serve as the linchpin of the learning ecosystem, not only disseminating knowledge but also shaping the

character and future of their students. Consequently, educators' mental and emotional well-being is integral to the efficacy of the educational process (Yin, 2015).



Despite this pivotal role, the teaching profession is fraught with many stressors, including but not limited to excessive workloads, limited resources, classroom management challenges, high stakes testing pressures, and lack of administrative support. Unaddressed, these stressors can escalate into burnout, diminished job satisfaction, and a subsequent decline in educational quality. This manuscript explores the instrumental role of counseling interventions in mitigating job-related stress and fostering resilience among teachers, enhancing their well-being and the caliber of education they deliver.

Teacher discomfort has emerged as a salient issue in educational research, prompting many studies across diverse geographical contexts (Barbieri et al. (2019). This pervasive discomfort has significant repercussions, most notably on the quality of education, warranting rigorous investigation to identify potential interventions or theoretical frameworks that could ameliorate this issue and enhance teacher well-being (Alves et al. 2020). While stress is often cited as a critical indicator of teacher discomfort, it is noteworthy that levels of discomfort among educators surpass those in other professional sectors. Although numerous studies have elucidated the underlying factors contributing to teacher discomfort, there remains a need for a paradigm shift in how this issue is conceptualized. The term 'teacher well-being' offers a more constructive lens through which new research trajectories can be developed, including the exploration of 'eustress' as a positive form of stress, in contrast to 'distress.'

Teacher training represents another critical avenue for research and intervention, particularly when viewed through teacher well-being. Such training initiatives can serve as preventive measures against burnout and professional stagnation while transforming distress into eustress (Seidman & Zager, 1991). Within the framework of relational training models, this paper outlines various strategies that can be incorporated into pre-service and in-service teacher training programs. These strategies aim to cultivate a career trajectory characterized by self-confidence and professional success, achieved through a balanced integration of teamwork, self-directed learning, and reflective teaching practices (Hascher & Waber, 2021).

However, it is imperative to acknowledge that training alone is insufficient to ensure teacher well-being. Structural changes in the social and working conditions are equally crucial, enabling teachers to

actualize their professional competencies and deliver quality education. Beyond systemic changes and training, teachers are responsible for their well-being and professional fulfilment, which can be achieved through committed and constructive interactions with students and colleagues.

Therefore, a multi-tiered, coordinated approach encompassing training, systemic changes, and individual responsibility is always essential for enhancing teacher well-being, thereby contributing to the overall efficacy of the educational process.

## **2. Society of stress and the crisis of motivations**

The notion that "we inhabit a society rife with stress" has become ubiquitous in contemporary discourse. Individuals frequently lament the stressors of quotidian life, a sentiment that even extends to children who are cognizant of their parents' stress. Several factors inherent in modern lifestyles contribute to the proliferation of stress, particularly within professional contexts. These include the frenetic pace of life that necessitates rapid adaptation to incessant new demands. These hyper-competitive environments are often subordinate humanistic values like solidarity and cooperation, professional instability exacerbated by a labour market where demand outstrips supply and a pervasive sense of uncontrollability or uncertainty regarding outcomes.

While stress is ubiquitous, recent empirical studies indicate that stress levels are disproportionately elevated among educators. Stress serves as a critical metric in the broader construct of 'teacher discomfort,' a term that encapsulates the adverse psychological impacts of the teaching profession, including dissatisfaction, disinvestment, deresponsibilization, attrition, absenteeism, burnout, anxiety, neurosis, and depression (Bardach et al. 2021). Comparative analyses reveal that levels of teacher discomfort are alarmingly high and surpass those observed in other professional sectors. Moreover, the incidence of psychiatric conditions among teachers appears to be elevated relative to other professional groups. Research spanning multiple European countries has further demonstrated that individuals transitioning out of teaching roles report higher levels of job satisfaction in their subsequent professions, underscoring the unique challenges and diminished satisfaction associated with the teaching vocation.

The phenomenon of teacher discomfort is distinctly contemporary in terms of its recent surge and its absence in historical comparisons with other

professions. That suggests that the issue is intricately linked with societal transformations that have transpired in recent decades, which have ramifications for student behaviour within educational settings. As noted by educational scholar N6voa, the repercussions of teacher discomfort manifest in various forms, including personal demotivation and elevated rates of absenteeism and attrition.

Given its far-reaching implications, the issue of teacher discomfort warrants meticulous scrutiny from all stakeholders invested in educational outcomes. Its impact extends beyond the teaching community to permeate broader societal structures, with consequences for students and, by extension, the public education system.

### **3. Stress and discomfort factors for teachers**

Given that historical data do not indicate elevated stress levels or discomfort among teachers compared to other professional cohorts, it becomes imperative to explore the underlying causes of this contemporary phenomenon to identify viable solutions. While specific stressors are attributable to lifestyle factors in developed societies, many elements are intrinsically linked to the unique professional landscape teachers navigate.

Collectively, these elements have engendered an increasingly inhospitable environment for the teaching profession, thereby undermining the overarching objective of modern educational systems: the enhancement of teaching-learning quality (Herdeiro et al., 2013). Noteworthy changes that exert either direct or indirect influence on teachers' professional experiences include escalating demands on teachers, the diminished educational role of other socialization agents, the proliferation of alternative information sources, the erosion of societal consensus on educational values, heightened contradictions in pedagogical practice, shifting expectations of educational systems, waning societal support for education, devaluation of teaching as a profession, curricular modifications, altered teacher-student dynamics, fragmented work responsibilities, and inadequate working conditions coupled with resource scarcity. The latter three are categorized as first-order factors due to their immediate impact on classroom practice. At the same time, the preceding nine are considered second-order factors that shape the broader educational context, thereby indirectly affecting teacher performance.

Burnout or discomfort is a response to sustained, chronic professional stress, mainly when an individual's resilience or coping mechanisms are inadequate. This constellation of symptoms arises when teachers find themselves ill-equipped to manage the multifaceted demands of their profession, thereby exceeding their adaptive capacities. While the terms 'stress' and 'burnout' are used interchangeably in literature—a conflation noted by Farber in 1982—it is crucial to distinguish between them. Unlike stress, which can manifest both positive and negative outcomes, burnout is invariably detrimental, signifying not merely the presence of stress but the absence of effective coping strategies or support systems (Madigan & Kim, 2021).

Consequently, persistent stress may culminate in discomfort, although discomfort is not a guaranteed outcome of stress. It epitomizes a maladaptive response to chronic emotional stress, wherein individuals perceive an incapacity to meet professional demands despite intensifying their efforts. That leads to physical and emotional exhaustion, depersonalization, and a lack of personal fulfilment in the workplace (Puertas Molero et al., 2019).

Teacher well-being is subsumed under the broader construct of subjective well-being, a burgeoning area of research within the domain of Positive Pedagogy that encompasses variables such as happiness, joy, and optimism. The concept of teacher well-being aims to encapsulate the motivation and fulfilment that teachers derive from their resilience and coping strategies, enabling them to navigate professional challenges, thereby optimizing their overall functioning effectively. We posit that teacher well-being, particularly as indicated by motivation levels, is indispensable for fostering engagement, learning, development, satisfaction, and professional success.

### **4. Prevention of teacher malaise through teacher training**

The magnitude of teacher malaise is significantly influenced by the coping mechanisms employed to navigate its potential sources. Importantly, these coping strategies can be acquired through a preventive orientation in educational training. This preventive framework aims to bolster human development and overall well-being by enhancing individuals' capacities to manage stressors, given that eradicating such stressors is implausible.

Various preventive strategies have been proposed, including social skills training, relaxation techniques, cognitive restructuring, and body expression. Additional programs advocate for assertiveness training, problem-solving skills, stress inoculation, physical exercise, time management, modification of Type A behaviour patterns, work-life balance, teamwork training, and classroom management strategies. These strategies can be seamlessly integrated into teacher training programs, serving as preemptive measures against stress.

In teacher training, a distinction is often made between initial training and continuing education, as well as between specialized and educational training. Initial training encompasses educational and scientific training, which precedes professional practice, and pedagogical internships offering guided and supervised professional experiences. Continuing education, meanwhile, focuses on issues pertinent to Educational Sciences or related disciplines.

However, recent research indicates a disconnect between the training and teachers' actual needs and expectations. Professional experience and self-learning are frequently cited as more influential in teacher preparation than formal training programs. That suggests that educational training is often undervalued in favour of specialized training and experiential learning.

Educational training can be vital for acquiring professional competencies that enhance self-confidence and the likelihood of success. That, in turn, equips teachers to manage stressors better and transform distress into eustress (positive stress). Achieving this necessitates a training model that fosters the development of personal and interpersonal qualities, contributing to individualized teaching practices and professional fulfilment.

In this context, the humanistic perspective views teacher training as a personal developmental journey aimed at self-discovery, given that becoming a teacher is fundamentally a process of personal and social growth (Bell & Gilbert, 1996). Conversely, the descriptive model posits that training should enhance discriminative knowledge between various professional scenarios and foster self-descriptive competencies. While the descriptive model has been proposed primarily for initial training, the relational model is a comprehensive framework for the educational training process.

The relational model prioritizes the preparation of teachers to achieve personal and professional fulfilment, as opposed to mere adaptation to the teaching environment. This model emphasizes the teacher's agency in navigating complex professional scenarios instead of prescriptive, normative models that offer "pedagogical recipes."

From this vantage point, professional practice becomes a formative experience, crucial for enhancing teaching competencies. That aligns with the perspectives of various scholars who advocate for reflective practice as a cornerstone of teacher training. However, this approach necessitates a strong foundation in theoretical knowledge and research skills to guide practice-based learning. Professional development should be anchored in action research without one-size-fits-all solutions, allowing teachers to conduct empirical inquiries into their practice.

## **5. Counseling as a tool for fostering teacher's resilience**

In the scholarly discourse surrounding teacher well-being, resilience emerges as a complex, multi-dimensional construct that transcends the simplistic notion of recovery from adversity. Instead, resilience encapsulates the capacity for emotional regulation, adaptive cognition, and effective utilization of resources and social support, enabling teachers to navigate and thrive amidst the multifaceted challenges inherent in the educational profession. This enhanced resilience contributes to heightened job satisfaction, a more positive psychological outlook, and a sense of professional fulfilment, cultivating a more conducive learning environment for students (Alonso et al., 2019).

Within this framework, Cognitive Behavioral Therapy (CBT) is a pivotal intervention, facilitating identifying and reframing cognitive distortions and irrational beliefs exacerbating occupational stress (Kazantzis, 2018). Through guided sessions, teachers can replace these maladaptive thought patterns with more constructive and optimistic perspectives, engendering a transformative shift in their psychological well-being and professional efficacy. Complementing CBT, mindfulness-based stress reduction techniques, including deep breathing exercises and progressive muscle relaxation, offer immediate physiological and emotional relief as foundational building blocks for long-term resilience.

Moreover, counselling interventions extend to developing problem-solving acumen and



organizational skills, enabling teachers to dissect complex challenges into manageable tasks and employ effective prioritization and planning strategies. That mitigates feelings of overwhelm and fosters a sense of agency and control. Emotional intelligence further augments this resilience-building framework, enhancing teachers' capacity for stress management, effective communication, and conflict resolution through heightened emotional awareness and regulation (Benvenuto et al., 2021).

The significance of community and social support networks is also underscored in resilience-building counseling interventions. Teachers are encouraged to cultivate robust professional networks, engage in mentorship programs, and participate in peer support groups, mitigating the sense of isolation reported in the profession (Burger et al., 2021). This communal support serves emotional and practical functions, reinforcing the individual's resilience strategies.

Furthermore, counseling interventions aim to bolster teachers' self-efficacy by highlighting past achievements, emphasizing the positive impact on students, and setting attainable professional goals, reinforcing a sense of competence and professional worth. That is augmented by continuous professional development, which keeps teachers abreast of current pedagogical research and trends and instills confidence and adaptability, essential components of resilience.

The holistic model of resilience also incorporates self-care practices and work-life balance strategies, emphasizing the importance of physical and mental well-being. Teachers are guided in setting realistic boundaries, effectively managing time, and integrating personal and professional responsibilities in a balanced manner. Positive psychology principles, including gratitude, optimism, and mindfulness, are integrated into counseling interventions, shifting the focus from mere survival to active thriving and fostering a mindset conducive to resilience (Carroll, 2021).

Finally, the scope of counseling interventions extends beyond individual teachers to address the broader organizational culture, advocating for peer support programs, mentorship initiatives, and well-being check-ins to create an ecosystem that nurtures resilience among all staff members. In sum, counseling offers a comprehensive, multifaceted approach to resilience-building among teachers, amalgamating cognitive-behavioural techniques, stress management strategies, emotional intelligence training, community-building, and self-care practices

(Kutsyuruba et al., 2019). That enhances individual well-being and job satisfaction and improves educational outcomes, fulfilling the broader pedagogical mission.

In the academic discourse on teacher well-being, counselling interventions are increasingly recognized as pivotal for mitigating job-related stress and fostering resilience. These interventions address the complex nature of stress experienced by educators, offering targeted strategies that maintain overall well-being and contribute to delivering high-quality education. Cognitive-behavioural therapy, for instance, equips teachers with the skills to identify and reframe negative cognitive patterns that exacerbate stress. In contrast, stress reduction techniques like mindfulness meditation provide practical tools for immediate stress management.

Moreover, counseling interventions extend to enhancing problem-solving skills and time management, empowering teachers to navigate their workloads effectively and proactively address challenges (Ross et al., 2012). This sense of control over one's work environment is crucial for resilience. The development of emotional intelligence, the fostering of professional support networks, the encouragement of self-efficacy, and the promotion of continuous professional growth are additional facets of resilience-building through counseling. High emotional intelligence enables teachers to manage their emotions and navigate the complexities of educational settings effectively. Support networks offer a communal framework for sharing experiences and seeking guidance, thereby mitigating professional isolation. Self-efficacy and ongoing professional development contribute to a growth mindset, instilling confidence in teachers about their capabilities (Viac & Fraser, 2020).

However, it is crucial to acknowledge that counselling interventions are not a panacea. Institutional support is imperative for teacher well-being, necessitating schools to provide adequate resources, reduce administrative burdens, and value teacher input. Thus, a comprehensive counselling approach that addresses job-related stress and resilience can equip educators with the tools they need to thrive professionally. By facilitating these interventions, educational institutions can create an environment that prioritizes teacher well-being, benefiting educators and students.

From a humanistic perspective, teacher malaise is comprehensively situated within ego psychology,

focusing on a highly differentiated and complex self-concept and an ambiguous, anxiety-inducing social context (Schutz et al., 2018). The school environment presents unique challenges, including the tension between the true self and a defensive false self, exacerbated by the ambivalence of authority structures within educational settings. A collective professional identity exists beyond individual identities, sharing conflicts, values, and norms, often manifest in counterproductive rigid defence mechanisms (Beauchamp & Lynn, 2009).

At the socio-political level, educational policies must adapt to societal changes and research findings on practical education. That includes reducing class sizes for more personalized teaching and improving working conditions. Stress management training should be part of a larger intervention strategy transforming educational institutions. Solving teacher malaise requires a multifaceted approach involving changes in media portrayal of teachers, parental awareness, and improved working conditions, among other factors.

Finally, teachers themselves bear some responsibility for their well-being. A positive attitude towards students and colleagues, teamwork, and deriving satisfaction from teaching is essential for professional fulfilment. Teachers should focus on their profession's positive aspects to avoid transitioning from burnout to complete professional exhaustion. The underlying premise should be to make the educational environment as pleasant as possible, given that teachers spend a significant portion of their lives in it. Each teacher must engage in self-discovery to identify their unique style and qualities that can be harnessed for effective professional practice.

## **6. Conclusions**

Teacher malaise can be conceptualized as a complex phenomenon rooted in challenges to personal esteem and self-recognition, exacerbated by the qualitative shifts in Western societies over the current century. At its core, this malaise is entangled with the evolving role of educational institutions in an increasingly pluralistic, conflict-ridden, and unpredictable social landscape. This redefinition of the school's role is not isolated but is part of broader societal transformations, rendering the socio-educational context complex, ambiguous, and fraught with inconsistencies and hesitations. Navigating this intricate landscape to deliver effective professional practice becomes a monumental task, necessitating flexible, differentiated, and dynamic personal structures, or at the very least,

an educational environment that serves as a social support system, facilitating educators' emotional and professional development.

In response to the pervasive anxieties generated by these societal and educational shifts, teaching professionals have constructed a specific relational framework—referred to as the 'school nexus'—designed to provide a semblance of cohesion and coherence. While this framework may succeed in its immediate objective of mitigating anxieties, it necessitates a filtration of teachers' ideals, thereby widening the gap between idealistic aspirations and actual practice. This dissonance gives rise to anxieties, managed through the construction of an idealized self-image that, although providing a modicum of self-esteem necessary for professional survival, inhibits more realistic and constructive problem-solving approaches.

This idealized self-image serves as a primary defence mechanism, contributing to the routinization of teaching practices. This phenomenon has been observed across Western cultures and appears more pronounced in less developed nations. The gender dynamics within the teaching profession, predominantly female, add another layer of complexity. Female educators often juggle multiple roles—professional, maternal, and domestic—leading to a sense of general inadequacy and self-blame, mainly when these roles conflict. Gender-related stereotypes further complicate intra-professional relationships, as female educators often prefer male leadership and exhibit covert competitiveness among themselves.

The routinization of teaching practices, therefore, can be understood as an outcome of a confluence of factors: the ambiguous nature of social and educational contexts, the school nexus that formalizes actions while providing a minimum level of operability, and the gender dynamics that further complicate the professional landscape. Research addressing teacher malaise has identified training as a critical intervention strategy. Initial training programs should equip educators with the foundational intellectual and relational competencies required to navigate the complexities of their professional context. Continuing education initiatives should focus on facilitating self-identification of teaching styles, employing cross-sectional working groups that are deeply embedded in the realities of school life, thereby ensuring both the realism and socio-affective support required for effective professional practice.

## Authors note:

**Emanuele Isidori** serves as a Full Professor specializing in General and Social Pedagogy at the University of Rome Foro Italico, Italy.

**Irina Leonova** is a Full Professor with a focus on Human Resources Management at Lobachevsky State University of Nizhni Novgorod in Russia.

**Agita Abele** functions as a Full Professor in Sports Psychology at the Latvian Academy of Sports Education (LASE), located in Riga, Latvia.

**Gianni Caione** is Professor of Physical Education at the Italian School of Addis Abeba in Ethiopia.

**Lyudmila Zakharova** is Full Professor and leads the Department of Management Psychology at the Faculty of Social Sciences of Lobachevsky State University of Nizhni Novgorod, Russia.

**Iosif Sandor** serves as a Full Professor, specializing in the Didactics of Physical Education, within the Faculty of Sports Sciences and Physical Education at Babes-Bolyai University in Cluj-Napoca, Romania.

## References

- Alonso, C., Fernández-Salineró, S., & Topa, G. (2019). The impact of both individual and collaborative job crafting on Spanish teachers' well-being. *Education Sciences*, 9(2), 74. <https://doi.org/10.3390/educsci9020074>.
- Alves, R. F., Lopes, T. F. F., & Precioso, J. (2020). Teachers' well-being in times of Covid-19 pandemic: Factors that explain professional well-being. *International Journal of Educational Research and Innovation*, 15, 203-218. <https://doi.org/10.46661/ijeri.5120>.
- Barbieri, B., Sulis, I., Porcu, M., & Toland, M. D. (2019). Italian teachers' well-being within the high school context: Evidence from a large-scale survey. *Frontiers in Psychology*, 10, 1926. <https://doi.org/10.3389/fpsyg.2019.01926>.
- Bardach, L., Klassen, R., & Perry, N. E. (2021). Teachers' psychological characteristics: Do they matter for teacher effectiveness, teachers' well-being, retention, and interpersonal relations? An integrative review. *Educational Psychology Review*, 34, 259-300. <https://doi.org/10.1007/s10648-021-09614-9>.
- Beauchamp, C., & Lynn, T. (2009). Understanding teacher identity: An overview of issues in the literature and implications for teacher education. *Cambridge Journal of Education*, 39(2), 175-189. <https://doi.org/10.1080/03057640902902252>.
- Bell, B., & Gilbert, J. (1996). *Teacher development: A model from science education*. Falmer Press.
- Benvenuto, G., Di Genova, N., Nuzzaci, A., & Vaccarelli, A. (2021). *Scala di Resilienza Professionale degli Insegnanti: prima validazione nazionale [Professional Resilience Scale for Teachers: First National Validation]*. Led Edizioni Universitarie. <http://dx.doi.org/10.7358/ecps-2021-023-benv>.
- Burger, J., Bellhäuser, H., & Imhof, M. (2021). Mentoring styles and novice teachers' well-being: The role of basic need satisfaction. *Teaching and Teacher Education*, 103. <https://doi.org/10.1016/j.tate.2021.103345>.
- Carroll, A., York, A., Fynes-Clinton, S., Sanders-O'Connor, E., Flynn, L., Bower, J. M., Forrest, K., & Ziaei, M. (2021). The Downstream Effects of Teacher Well-Being Programs: Improvements in Teachers' Stress, Cognition and Well-Being Benefit Their Students. *Frontiers in Psychology*, 12, 689628. <https://doi.org/10.3389/fpsyg.2021.689628>.
- Farber, B.A. (1982). *Stress and burnout: Implications for teacher motivation* [Paper presentation]. Annual Meeting of the American Educational Research Association, New York, NY.
- Gu, Q., & Day, C. (2007). Teacher's Resilience: A Necessary Condition for Effectiveness. *Teaching and Teacher Education*, 23(8), 1302-1316. <https://doi.org/10.1016/j.tate.2006.06.006>.
- Hascher, T., & Waber, J. (2021). Teacher well-being: A systematic review of the research literature from the year 2000–2019. *Educational Research Review*, 34, 1-25. <https://doi.org/10.1016/j.edurev.2021.100411>.
- Herdeiro, R., & Costa e Silva, A. M. (2013). The quality of teaching and professional development of teachers: A Portuguese study. *Teacher Development*, 17(2), 176-194. <https://doi.org/10.1080/13664530.2012.753942>.
- Kazantzis, N. (2018). Introduction to the special issue on processes of cognitive behavioral therapy: Does "Necessary, but not sufficient" still capture it? *Cognitive Therapy and Research*, 42, 115-120. <https://doi.org/10.1007/s10608-018-9891-z>.
- Kutsyuruba, B., Godden, L., & Bosica, J. (2019). The impact of mentoring on the Canadian early career teachers well-being. *International Journal of Mentoring and Coaching in Education*, 8(4), 285-309. <https://doi.org/10.1108/IJMCE-02-2019-0035>.
- Madigan, D. J., & Kim, L. E. (2021). Does teacher burnout affect students? A systematic review of its association with academic achievement and student-reported outcomes. *International Journal of Educational Research*, 105, 101714. <https://doi.org/10.1016/j.ijer.2020.101714>.
- Puertas Molero, P., Zurita Ortega, F., Ubago Jiménez, J. L., & González Valero, G. (2019). Influence of emotional intelligence and burnout syndrome on teachers well-being: A systematic review. *Social Sciences*, 8(6), 185. <https://doi.org/10.3390/socsci8060185>.



- Ross, S. W., Romer, N., & Horner, R. H. (2012). Teacher Well-Being and the Implementation of School-Wide Positive Behavior Interventions and Supports. *Journal of Positive Behavior Interventions*, 14(2), 118-128. <https://doi.org/10.1177/1098300711413820>
- Schutz, P. A., Cross Francis, D., & Hong, J. (2018). Research on teacher identity: Introduction to mapping challenges and innovations. In P. Schutz, J. Hong, & D. Cross Francis (Eds.), *Research on teacher identity* (pp. 3-9). Springer. [https://doi.org/10.1007/978-3-319-93836-3\\_1](https://doi.org/10.1007/978-3-319-93836-3_1).
- Seidman, S., & Zager, J. (1991). A study of coping behaviours and teacher burnout. *Work and Stress*, 5(3), 205-216. <https://doi.org/10.1080/02678379108257019>.
- Viac, C., & Fraser, P. (2020). Teachers' well-being: A framework for data collection and analysis. *OECD Education Working Papers*, 220. <https://doi.org/10.1787/C36FC9D3-EN>.
- Yin, H. (2015). The effect of teachers' emotional labour on teaching satisfaction: Moderation of emotional intelligence. *Teachers and Teaching: Theory and Practice*, 21(7), 789-810. <https://doi.org/10.1080/13540602.2014.995482>.