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## Psychological Well-Being of Elementary School Teachers: A Systematic Literature Review of Studies From 2024-2025

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### ABSTRACT

Teachers' psychological well being plays an essential role in supporting effective instruction and fostering positive teacher student relationships in elementary schools. However, increasing administrative workloads, emotional demands, and performance expectations pose serious challenges to teachers' mental health. This study aims to systematically identify the main determinants of elementary school teachers' psychological well being, examine intervention strategies discussed in recent literature, and map current research trends. A Systematic Literature Review was conducted in accordance with the PRISMA 2020 guidelines. Articles were collected using Publish or Perish from the Scopus and Crossref databases, limited to peer reviewed journal publications from 2015 to 2024. Following the screening and eligibility process, 40 articles were selected and analyzed using qualitative thematic synthesis and bibliometric mapping with VOSviewer. The findings show that internal factors such as self efficacy, emotion regulation, resilience, and psychological capital are the most consistent predictors of teachers' psychological well being. External factors including workload, organizational support, school climate, and leadership practices also play a significant role. Overall, teachers' psychological well being is shaped by the interaction of individual and organizational factors.

## 1. Introduction

Elementary school teachers play a vital role in building students' academic, social, and emotional foundations. However, this profession is characterized by complex workloads, including administrative demands, curriculum adjustments, diverse student needs, and emotional labor involved in supporting children's character development. These pressures may affect teachers' psychological well-being, which in turn has implications for instructional effectiveness. Previous studies indicate that teachers with high psychological well-being tend to demonstrate greater creativity, innovation, and positive interpersonal interactions with students,

thereby fostering a conducive classroom environment (Dewi, 2022). Nevertheless, several studies focusing on elementary school teachers reveal that their levels of psychological well-being remain moderate. For instance, Fitriani and Rahmawati (2021) reported that many inclusive elementary school teachers experience psychological pressures that require targeted interventions or institutional support.

Various studies have also examined factors influencing teachers' psychological well-being. Alif and Yandri (2023) found that emotional job demands and low levels of trust among colleagues significantly affect teachers' well-being. Similarly, Hartono and Susanti (2022) emphasized that psychological well-being plays an important role in enhancing teacher performance, including lesson planning, instructional implementation, and professional relationships in the workplace. Studies published in the *Journal of Educational Sciences* further demonstrate that leadership practices, work climate, and organizational support significantly influence educators' performance and professional functioning, which are closely related to psychological well-being (Bela et al., 2025; Trihandayani et al., 2025).

At the global level, reports from UNESCO (2022) and the World Health Organization (WHO, 2022) indicate that teachers in many countries have experienced increased stress and burnout, particularly following major disruptions to educational systems during the COVID-19 pandemic. An international systematic review by Kim et al. (2022) further revealed that teachers experienced heightened emotional pressure during instructional transitions, which contributed to elevated stress and anxiety levels. Comparable conditions are evident in Indonesia. A national report by the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek, 2023) highlights that elementary school teachers face substantial administrative and performance demands. Empirical evidence from Indonesian schools also indicates that innovation in instructional practices and institutional support systems contributes to teachers' professional development and adaptive capacity (Mardhiah et al., 2025). In addition, empirical findings by Sari and Putra (2020) confirm a strong relationship between work-related stress and reduced psychological well-being, while Setyowati and Lestari (2021) demonstrated that burnout significantly contributes to declines in teachers' psychological well-being. Recent studies in JES also suggest that the use of instructional media and digital learning tools influences teachers' workload management and instructional engagement, which may indirectly affect psychological well-being (Novitasari et al., 2024; Vasya et al., 2025).

Given these conditions, research on the psychological well-being of elementary school teachers has gained increasing attention. Previous studies have largely concentrated on specific determinants such as workload, stress, burnout, and emotional demands, often within limited contexts such as inclusive education settings or specific regions. Other studies have emphasized the relationship between psychological well-being and teacher performance or examined isolated intervention strategies without integrating broader theoretical perspectives (Bela et al., 2025). Although these studies provide valuable insights, their findings remain fragmented, vary across contexts, and lack a comprehensive synthesis that

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simultaneously addresses internal and external determinants, intervention strategies, and evolving research trends at both national and international levels.

Furthermore, existing review studies on teacher well-being tend to focus on teachers in general or emphasize secondary and higher education contexts, while systematic reviews specifically addressing elementary school teachers remain limited (Kurrle & Warwas, 2025; Li et al., 2024). In addition, relatively few studies have combined systematic literature review methods with bibliometric analysis to map research trends, thematic clusters, and knowledge development in this field (Zahrah et al., 2025). As a result, there remains a lack of integrated evidence that clearly identifies dominant determinants, effective strategies, and research patterns related to the psychological well-being of elementary school teachers.

Therefore, this study aims to systematically review and synthesize recent national and international empirical research on the psychological well-being of elementary school teachers. Specifically, this study seeks to (1) identify internal and external factors influencing teachers' psychological well-being, (2) examine intervention strategies that have been implemented to enhance teachers' psychological conditions, and (3) analyze research trends and thematic developments through a combined systematic literature review and bibliometric approach. By addressing these objectives, this study is expected to contribute a more integrated understanding of elementary school teachers' psychological well-being and provide evidence-based insights for future research, educational practice, and policy formulation.

## **2. Methodology**

This study employs a Systematic Literature Review (SLR) approach to systematically and transparently identify, evaluate, and synthesize empirical studies on the psychological well-being of elementary school teachers. The SLR method was chosen to obtain a comprehensive understanding of key influencing factors, intervention strategies, and research gaps in this field while minimizing selection bias through the use of explicit procedures and criteria (Xiao & Watson, 2019; Khalil et al., 2022).

### ***Literature Search Strategy***

Literature searches were conducted using the Publish or Perish (PoP) software across two main databases, namely Scopus and Crossref, as these databases index peer-reviewed journals with broad international coverage. The search was limited to articles published between 2015 and 2024 and written in English or Indonesian. The search strategy employed a combination of keywords and Boolean operators applied to titles, abstracts, and keywords, including: (“psychological well-being” OR “teacher well-being”) AND (“elementary school teachers” OR “primary school teachers”).

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### Article Selection Process and PRISMA Stages

The article selection process followed the PRISMA 2020 (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) guidelines to ensure transparency and replicability. The overall flow of article identification, screening, eligibility, and inclusion is described below and summarized visually in Figure 1. During the *identification* stage, an initial set of 936 records was retrieved from the databases, consisting of 200 articles from Scopus and 736 articles from Crossref. No duplicate records were identified at this stage. All records were subsequently subjected to the *screening* stage, where titles and topical relevance were reviewed. At this stage, 171 Scopus articles and 698 Crossref articles were excluded due to a lack of relevance to the research focus. The *eligibility* stage involved assessing full-text availability. A total of 20 Scopus articles and 29 Crossref articles were excluded because their full texts were not accessible. Consequently, 67 articles (29 from Scopus and 38 from Crossref) proceeded to full eligibility assessment. These articles were evaluated based on predefined inclusion and exclusion criteria, including relevance to teachers or employees, focus on psychological well-being or related constructs, empirical research design, and relevance to the scope of elementary education. At this stage, 27 articles were excluded because they did not meet the established criteria. The final *inclusion* stage resulted in 40 articles that met all criteria and were included in the review. The number of records retained and excluded at each stage of the selection process is illustrated in Figure 1 (PRISMA Flow Diagram).

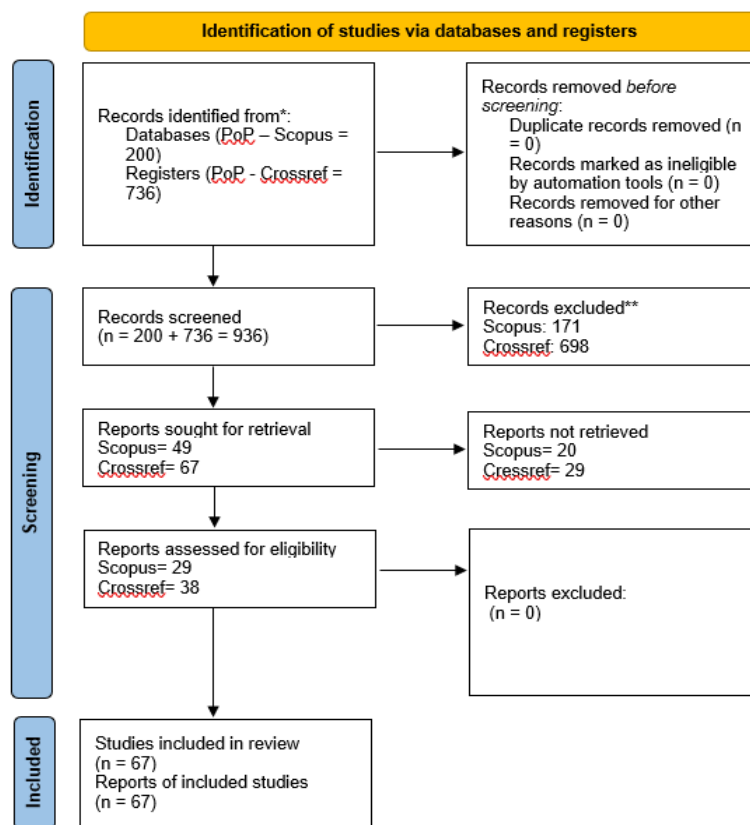


Figure 1. PRISMA 2020 Flow Diagram of the Article Selection Process

### ***Inclusion and Exclusion Criteria***

To maintain consistency and accuracy in study selection, literature screening was conducted based on explicitly defined inclusion and exclusion criteria. These criteria guided decisions throughout the screening and eligibility stages and are summarized in Table 1.

Table 1. Article Selection Criteria

<b>Criteria</b>	<b>Inclusion</b>	<b>Exclusion</b>
Subject	Teachers and employees	Students
Topic	Psychological well-being, teacher well-being, mental health, burnout, job satisfaction	Does not address well-being
Publication year	2015–2024	Outside 2015–2024
Publication type	Peer-reviewed journals	Non-peer-reviewed publications
Method	Empirical studies (qualitative, quantitative, or mixed methods)	Non-empirical studies
Data	Empirical data available	No empirical data
Access	Full text available	Full text unavailable
Language	English or Indonesian	Other languages

### ***Quality Appraisal***

Regarding quality appraisal, this study applied a basic methodological screening, ensuring that all included articles were published in peer-reviewed journals and reported clear research objectives, methods, and findings. A formal scoring-based quality assessment was not conducted, as the primary aim of this review was to map research themes, influencing factors, and trends rather than to compare effect sizes or intervention effectiveness quantitatively.

### ***Data Analysis***

The final set of selected articles was analyzed using qualitative synthesis and bibliometric techniques to identify dominant themes, research clusters, and emerging trends related to the psychological well-being of elementary school teachers. By applying the SLR approach in conjunction with PRISMA 2020 standards, the processes of literature searching, selection, and synthesis in this study were conducted rigorously and transparently, with minimal bias. Consequently, the findings provide a robust scientific foundation for understanding and advancing research on the psychological well-being of elementary school teachers.

## **3. Results and Discussion**

### ***Results***

A total of 40 articles met the inclusion criteria and were included in this systematic literature review. The selected studies demonstrate variation in geographical

context, research design, and analytical focus. Based on author affiliation data and study settings reported in each article, the majority of studies were conducted in Asian countries, particularly China, Indonesia, Iran, South Korea, and Japan, followed by studies from Europe and North America. This geographical distribution was identified through systematic extraction of publication metadata during the screening and coding stages of the review and reflects a concentration of empirical research on teacher well-being published during the 2024–2025 period.

In terms of research design, the methodological classification shows that quantitative approaches were most prevalent. This categorization was based on explicit descriptions of methods reported in each article. Most quantitative studies employed correlational designs, regression analyses, or structural equation modeling to examine relationships among psychological variables, working conditions, and teacher well-being indicators. A smaller proportion of studies applied qualitative designs, mixed-methods approaches, or intervention-based frameworks. In addition, several publications were categorized as systematic reviews, scoping reviews, conceptual analyses, or bibliometric studies.

### ***Variations in Psychological Well-Being Based on Elementary School Teacher Contexts***

Across the reviewed empirical studies, variations in reported psychological well-being were observed across different elementary school teacher contexts. Studies comparing inclusive and non-inclusive classroom settings consistently reported higher levels of emotional demand and workload complexity among teachers in inclusive classrooms. These findings were identified through comparative statistical results or thematic contrasts explicitly reported in the primary studies. Similarly, studies focusing on teachers working in remote or rural contexts reported recurring conditions such as limited infrastructure, reduced access to professional support, and fewer opportunities for professional development. These patterns were identified through repeated reporting of contextual variables and descriptive results across multiple studies. The identification of these variations is based on cross-study comparison of reported findings rather than inferential interpretation.

### ***Trends in Recent Research on Elementary School Teacher Well-Being***

An examination of publication characteristics reveals a shift in research focus during the 2024–2025 period. This trend was identified through systematic analysis of study objectives, keywords, and intervention descriptions reported in the selected articles. While earlier studies primarily addressed stress-related variables and negative psychological outcomes, a growing number of recent studies explicitly focused on psychological resources, capacity-building, and protective factors. Specifically, keywords and intervention descriptions frequently referenced positive psychology frameworks, mindfulness-based programs, and workload management strategies. In addition, several studies reported cross-national samples or international collaboration, as identified through author affiliations and research settings described in the articles. These patterns indicate changes in research emphasis based on documented study characteristics.

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### ***Bibliometric Discussion Using VOSviewer***

A bibliometric analysis was conducted using VOSviewer to examine keyword co-occurrence patterns across the 40 selected articles. The analysis was based on author-provided keywords extracted from each publication. Network visualization identified three main keyword clusters formed based on the frequency of occurrence and co-occurrence strength among keywords. In the visualization, node size represents keyword frequency, while link strength indicates the intensity of co-occurrence relationships. The network visualization results are presented in Figure 2.

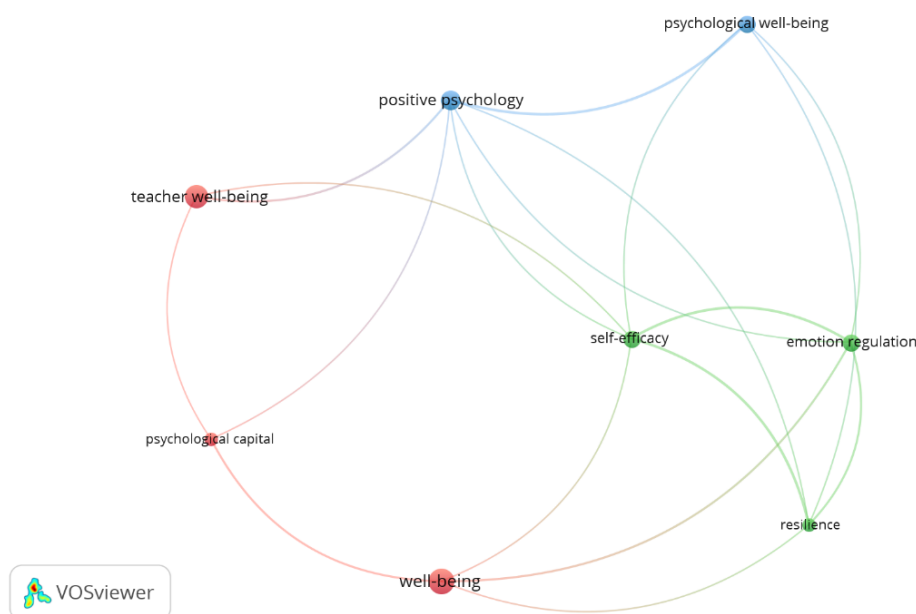


Figure 2. Network Visualization of Bibliometric Analysis Using VOSviewer

The first cluster was centered on the keywords *teacher well-being*, *well-being*, and *psychological capital*, which appeared frequently and showed strong co-occurrence links with other terms. The second cluster primarily consisted of *psychological well-being* and *positive psychology*, indicating frequent co-occurrence with intervention- and theory-related keywords. The third cluster included *self-efficacy*, *emotion regulation*, and *resilience*, reflecting repeated co-occurrence among personal capacity-related constructs. In addition to network visualization, a density visualization was generated to illustrate the distribution and intensity of keyword occurrences across the dataset. In this visualization, brighter color intensities represent keywords with higher frequency and stronger interconnectedness. The density map showed that *teacher well-being*, *well-being*, and *psychological well-being* occupied the highest-density areas, while keywords related to positive psychology and personal capacities displayed moderate density levels. The density visualization results are presented in Figure 3.

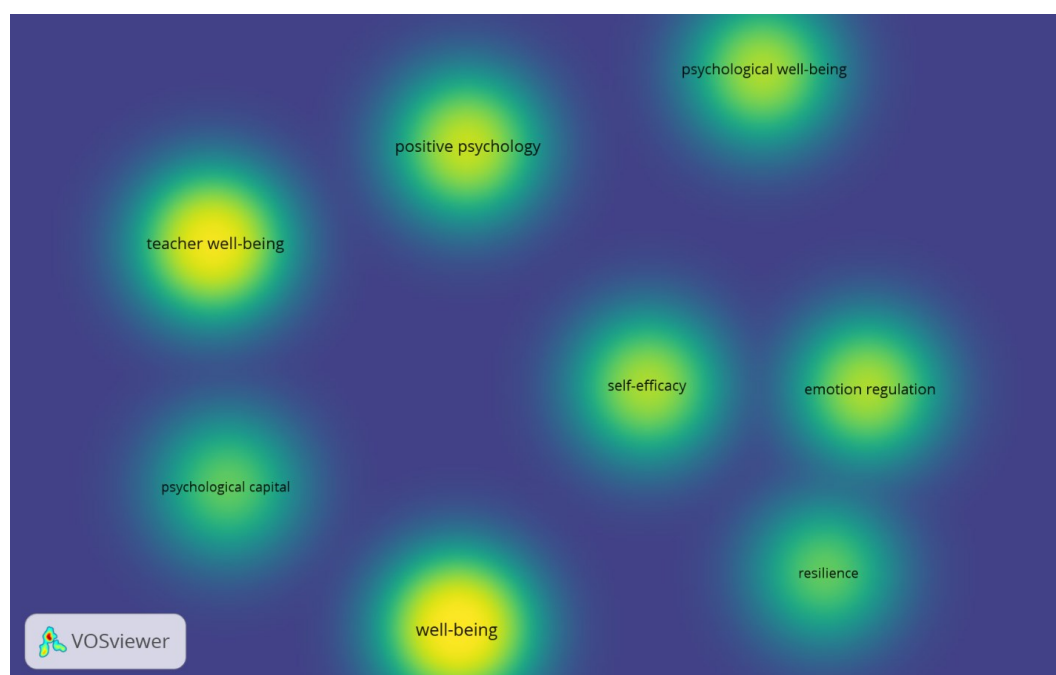


Figure 3. Density Visualization of Bibliometric Analysis Using VOSviewer

## ***Discussion***

### ***Internal Factors: Psychological Capacity and Emotions as Key Determinants of Teacher Well-Being***

The synthesis of findings indicates that internal psychological factors such as self-efficacy, resilience, emotion regulation, and psychological capital are consistently associated with teachers' psychological well-being. The bibliometric analysis using VOSviewer demonstrates high keyword density for self-efficacy, emotion regulation, and resilience, highlighting the centrality of these constructs in the current literature on teacher well-being. Empirical studies consistently show that teachers with higher levels of self-efficacy are better able to manage instructional challenges, regulate emotional responses, and maintain positive psychological functioning (Lu et al., 2024; Wang et al., 2024).

Similarly, emotion regulation has been identified as a crucial mechanism through which teachers adapt to job demands and mitigate stress, particularly in technology-enhanced and emotionally demanding teaching contexts (Ma & Liu, 2024; Yang & Du, 2024). In addition, psychological capital, which encompasses self-efficacy, hope, resilience, and optimism, emerges as a significant internal resource supporting teachers' well-being. Review and empirical studies indicate that higher psychological capital is associated with lower burnout, stronger work engagement, and more stable emotional functioning (Bertieaux et al., 2024; Zewude & Hercz, 2024). Collectively, these findings emphasize that strengthening teachers' internal psychological capacities is a fundamental strategy for enhancing psychological well-being and sustaining professional functioning.

### ***External Factors: School Climate, Leadership, and Workload***

Beyond individual factors, organizational and environmental conditions play a critical role in shaping teacher well-being. Several studies demonstrate that a supportive school climate, effective leadership practices, and positive collegial relationships significantly contribute to teachers' psychological well-being (Assaf & Antoun, 2024; Alonso et al., 2024). In contrast, excessive workload, particularly administrative burden and performance pressure, consistently emerges as a major risk factor for psychological distress and burnout among teachers. Empirical evidence indicates that high job demands are associated with reduced job satisfaction and increased emotional exhaustion (Sari & Putra, 2020; Setyowati & Lestari, 2021). International and national reports further confirm that workload intensification has become a persistent challenge in the teaching profession. UNESCO (2022) and the World Health Organization (2022) report that teachers worldwide have experienced increasing stress and burnout, especially in the aftermath of systemic educational changes during the COVID-19 pandemic. In the Indonesian context, findings from Kemendikbudristek (2023) similarly highlight that administrative complexity and performance demands significantly affect elementary school teachers' well-being. These findings suggest that organizational support mechanisms, including leadership support and workload management, are essential protective factors for teachers' psychological health.

### ***Effectiveness of Interventions to Enhance Teacher Well-Being***

The analysis of intervention-based and review studies indicates that positive psychology-oriented approaches are among the most frequently examined and effective strategies for enhancing teacher well-being. Bibliometric mapping positions positive psychology as a central theoretical framework within the teacher well-being literature. Empirical studies show that interventions focusing on emotion regulation, mindfulness, and psychological resource development can effectively reduce stress and enhance psychological well-being (Lee et al., 2024; Dreer, 2024). In addition, programs aimed at strengthening self-efficacy through professional development, mentoring, and pedagogical training have demonstrated positive outcomes for teachers' emotional stability and work engagement (Braun & Hooper, 2024; Lu et al., 2024). While individual-level interventions dominate the literature, several studies also highlight the importance of organizational-level strategies. Reducing administrative workload, fostering collaborative school cultures, and providing structured support systems have been shown to contribute positively to teacher well-being, although these approaches remain less frequently examined than individual-focused interventions (Avola et al., 2025; Holzer & Spiel, 2025).

### ***Recent Research Trends Based on 2024–2025 Publications***

The bibliometric findings reveal a clear shift in recent research toward a strengths-based perspective on teacher well-being. Keywords related to self-efficacy, resilience, psychological capital, and emotion regulation dominate the VOSviewer visualizations, indicating a growing emphasis on internal psychological resources

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rather than solely on stress and burnout. In addition, positive psychology increasingly serves as the primary conceptual framework for understanding teacher well-being (Mo, 2024; Kurrle & Warwas, 2025). Methodologically, recent studies show an increasing use of mixed-methods designs, longitudinal approaches, and bibliometric analyses to capture the complexity and dynamic nature of teacher well-being (Li et al., 2024; Zahrah et al., 2025). These trends reflect a maturation of the research field and a move toward more integrative and theoretically grounded investigations.

### ***Contextual Variations: Regular Elementary Teachers, Inclusive Education, and Regional Settings***

Although many studies examine teachers as a homogeneous group, emerging evidence highlights important contextual variations in teacher well-being. Research focusing on inclusive education contexts indicates that teachers working with diverse learner needs experience higher emotional demands and greater risk of burnout (Fitriani & Rahmawati, 2021). Similarly, studies conducted in rural or resource-limited settings report higher levels of work-related stress due to limited infrastructure, reduced professional support, and increased workload (Sari & Putra, 2020). These contextual pressures may further interact with individual psychological resources, such as emotion regulation, self-efficacy, and resilience, which have been shown to play a crucial role in mitigating stress and burnout among teachers (Lu et al., 2024; Ma & Liu, 2024). These findings suggest that strategies to enhance teacher well-being should be sensitive to contextual factors, including teaching assignments, school resources, and regional characteristics, while simultaneously strengthening teachers' internal coping capacities. Tailored interventions are therefore more likely to be effective than uniform approaches across diverse educational settings.

### ***Implications for Schools, Policymakers, and Researchers***

Based on these findings, several important implications emerge. First, schools should establish ecosystems that actively support teachers' mental health through simplified administrative processes and enhanced emotional support systems. Second, policymakers should design training programs grounded in positive psychology to strengthen teachers' psychological capacities. Third, future research should further explore the interaction between personal and structural factors influencing well-being and develop intervention models that can be widely implemented among elementary school teachers.

### ***Implications***

The findings of this Systematic Literature Review offer several important implications for educational practice and policy development. First, schools need to position elementary school teachers' psychological well-being as a strategic component of educational quality management. Factors such as leadership support, school climate, workload management, and opportunities for professional collaboration play significant roles in shaping teacher well-being. Accordingly,

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school policies that promote supportive supervision, open communication, and proportional task distribution can directly enhance teachers' psychological health.

Second, the review demonstrates that personal competency based interventions such as emotion regulation training, mindfulness programs, and self-efficacy enhancement positively impact teachers' resilience and stress management abilities. Therefore, governments and educational training institutions should incorporate psychological capacity-building programs into continuous professional development initiatives. Third, the identified variations in well-being among regular teachers, inclusive education teachers, and teachers in remote areas highlight the necessity of context-sensitive approaches. Interventions should not be uniform but instead tailored to the specific needs of each educational setting, including the provision of additional resources, mentoring, and technical support for teachers facing more complex working conditions.

In addition, several considerations should inform future research and policy implementation. The evidence synthesized in this review is predominantly based on cross-sectional studies conducted within limited database coverage, which constrains the ability to capture changes in teacher well-being over time and across broader contexts. Future studies are therefore encouraged to employ longitudinal and experimental designs, expand data sources, and adopt more standardized well-being measurement instruments to strengthen comparability and support more robust evidence-based policymaking.

#### **4. Conclusion**

This Systematic Literature Review demonstrates that elementary school teachers' psychological well-being emerges from a dynamic interplay between individual psychological capacities and contextual work conditions, rather than from isolated factors. The synthesis of recent empirical evidence indicates that internal resources such as self-efficacy, emotion regulation, and resilience act as central mechanisms enabling teachers to navigate occupational demands, while organizational and social environments either facilitate or constrain the effectiveness of these capacities. The review further emphasizes a conceptual shift from deficit-oriented approaches toward strength-based positive psychology frameworks, highlighting that sustainable teacher well-being relies not only on mitigating stressors but also on actively fostering psychological resources and supportive professional contexts. Observed variations across teaching environments including inclusive and remote settings reinforce the context-sensitive nature of well-being and the necessity of adaptive tailored strategies. Overall, this study provides a consolidated conceptual framework integrating personal, organizational, and social dimensions of teacher well-being. By emphasizing multi-level interventions that enhance internal capacities while strengthening organizational support systems, the findings offer a strategic foundation for policy development and future research aimed at sustaining the psychological well-being of elementary school teachers.

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