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Employee Well Being in Education: A Systematic Literature Review of Determinants, Mediating and Moderating Roles, and Measurements Instruments

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Abstract: *Employee well-being in the teaching profession is a critical aspect in maintaining the quality of learning, the effectiveness of educational processes, and the sustainability of education systems amid increasing job demands and the evolving dynamics of educational policies. This study aims to systematically synthesize empirical findings on the factors influencing employee well-being among educators, as well as the patterns of relationships between individual, organizational, and socio-spiritual factors in shaping workplace well-being. This study employs a Systematic Literature Review (SLR) method guided by the PRISMA framework. The literature search was conducted across Google Scholar, Web of Science, Garuda, and Semantic Scholar databases, supported by the Publish or Perish software, while the article screening process was carried out using Covidence. Of the 512 articles initially identified, 20 met the inclusion criteria and were analyzed thematically. The findings indicate that employee well-being is influenced by individual, social, and organizational factors, while spirituality and religiosity also play a role as sources of work meaning and psychological buffers. In addition to functioning as a dependent variable, employee well-being can also act as a mediator and moderator in various work-related outcomes. Measurement of well-being across the reviewed studies was conducted using various instruments, such as the Employee Well-Being Scale (EWBS), Job-Related Affective Well-Being Scale (JAWS), Ryff's Psychological Well-Being Scale (RPWB), and the Teacher Subjective Well-Being Questionnaire (TSWQ), reflecting diverse conceptual perspectives on workplace well-being.*

Keywords: *Systematic Literature Review, Employee Well Being, Educators, Factor Antecedent, Mediating Effect, Moderating Effect, Measurement*

INTRODUCTION

Employee well-being is a multidimensional construct that reflects individuals' psychological, emotional, and social conditions in performing their roles within the workplace. This concept describes the extent to which individuals are able to function optimally, develop their potential, and derive meaningful and sustainable positive experiences from their work (Tri

et al., 2024; Zheng et al., 2015). From the perspectives of positive psychology and organizational psychology, employee well-being is not merely understood as the absence of psychological distress or work-related strain, but also as a eudaimonic condition characterized by self-acceptance, positive social relationships, autonomy at work, environmental mastery, a meaningful purpose in life, and continuous personal growth (Henderson & Knight, 2012; Yuniasanti et al., 2024). Accordingly, employee well-being has become an increasingly important issue in the modern workplace, which is marked by complex job demands, rapid organizational changes, and escalating structural pressures.

In the context of educational organizations, educators occupy a strategic position as key actors in the learning process and in the development of human capital quality. Their role extends beyond the delivery of academic knowledge to include character development, the management of interpersonal relationships with students, and the ability to adapt to evolving social dynamics and educational policies. Employee well-being in the teaching profession thus represents a critical factor that contributes to the quality of the learning process, educational outcomes, and the sustainability of education systems in a broader and more comprehensive sense (Wakhid et al., 2025).

However, numerous studies indicate that educators across different countries face various structural and psychosocial challenges that may affect their work-related well-being. Educators are often confronted with increasing administrative workloads, dynamic changes in educational policies, high demands for accountability, and the rapid integration of technology into teaching processes. These conditions may elevate work pressure, emotional exhaustion, and ultimately reduce employee well-being if not balanced by adequate personal resources and organizational support (Heriyanti & Rahmi, 2023). This situation positions employee well-being among educators as a critical concern within both organizational and educational psychology across global contexts.

A growing body of empirical research demonstrates that the level of employee well-being among educators has significant implications for various organizational outcomes, such as the quality of teaching, job satisfaction, organizational commitment, and the quality of social interactions within educational environments. Educators with high levels of well-being tend to be more resilient, adaptive, and capable of creating positive and supportive learning environments. Conversely, low levels of employee well-being are associated with increased risks of burnout, reduced teaching motivation, and various mental health issues that may have long-term impacts on both individuals and the broader education system (Auliyah et al., 2022; Janah et al., 2025).

Along with the increasing attention to employee well-being in the education sector, numerous studies have identified a wide range of factors contributing to educators' well-being, originating from both individual characteristics and organizational contexts, as well as socio-spiritual resources. Nevertheless, these empirical findings remain fragmented across studies with diverse methodological approaches, variables, and contexts. To date, systematic efforts to synthesize empirical evidence regarding the antecedents of employee well-being among educators remain relatively limited. This condition results in an incomplete understanding of the relationships among variables, the dominance of certain factors, and the contextual characteristics influencing employee well-being in the teaching profession (Pandey et al., 2025).

In response to this gap, the present study aims to conduct a Systematic Literature Review (SLR) of empirical studies examining employee well-being in the teaching profession, guided by the PRISMA framework. Specifically, this study seeks to: (1) identify and classify antecedent factors of employee well-being among educators, including both direct effects and indirect effects through mediating or moderating mechanisms; (2) analyze the patterns of relationships among individual, organizational, and socio-spiritual factors in shaping

educators’ well-being; and (3) develop a more holistic conceptual framework of employee well-being within the teaching profession. The findings of this study are expected to contribute theoretically to the advancement of educational and organizational psychology, while also providing an empirical foundation for the development of more effective policies and interventions aimed at enhancing employee well-being in the global education sector.

METHOD

This study employs a *descriptive approach* using the *Systematic Literature Review (SLR)* method to systematically examine existing studies related to employee well-being among educators. The study follows structured stages, including literature identification, article selection based on inclusion criteria, comprehensive screening through titles, abstracts, and full texts, and finally analysis and synthesis of selected studies to provide a comprehensive understanding of the topic. The review process adheres to the *PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses)* guidelines to ensure transparency, rigor, and reliability. Literature was collected from several academic databases, namely Google Scholar, Web of Science, Garuda, and Semantic Scholar, supported by the *Publish or Perish (PoP)* software. The inclusion criteria required articles to be published in scientific journals, relevant to employee well-being among educators, published between 2021 and 2026, fully accessible, and aligned in content. The selection process resulted in 20 eligible articles after stages of identification, screening, eligibility assessment, and final inclusion. Data analysis was conducted through qualitative synthesis of findings from the selected studies to generate systematic and reliable conclusions.

RESULT AND DISCUSSIONS

Table 1. 20 empirical studies

No.	Title and Authors	Theory	Respondent Characteristics	Research Method	Research Findings
1	<i>The Influence of Flexible Working Hours and Compensation on Employee Well-Being among University Lecturers in Indonesia with Work-Life Balance as Mediating Variable</i> Febrian et al (2025)	Flexible Working Hours Hill et al. (2001) Compensation Milkovich et al. (2014) Work-Life Balance McDonald et al. (2005) Employee Well-Being Zheng et al. (2015) HRM & Well-Being Framework Guest (2017)	109 lecturers from public and private universities. Female (59.6%), within the productive age range of 27–36 years (68.8%), and 73.4% were married.	Quantitative approach. Purposive sampling technique. SEM-PLS (SmartPLS 3.0) with bootstrapping (5,000 resamples).	Inferential results indicate that Flexible Working Hours and Compensation have a significant positive effect on Employee Well-Being; however, only Flexible Working Hours significantly affect Work-Life Balance. Work-Life Balance also has a positive effect on Employee Well-Being and partially mediates the relationship between Flexible Working Hours and Employee

					Well-Being, but does not mediate the effect of Compensation. The research model explains 40.6% of the variance in Employee Well-Being ($R^2 = 0.406$).
2	<i>The Role of Perceived Organizational Support in Moderating the Relationship Between Work-Life Balance and Employee Well-Being Among Teachers in China</i> Zhang dan Dousin (2025)	Job Demands-Resources (JD-R) Theory Bakker & Demerouti (2007). Well-Being Theory Ryff (1989) Work-Family Conflict Theory Greenhaus & Beutell (1985).	105 lecturers from universities in China. The dominant age range was 26-34 years (35.24%), 62.86% were female, the majority held a Master's degree (65.71%), and 33.33% had 6-10 years of work experience. All respondents had a minimum teaching experience of more than 3 years.	Quantitative approach using a cross-sectional survey. Purposive sampling with a 5-point Likert scale. Data were analyzed using descriptive statistics, correlation, linear regression, and moderation analysis (SPSS).	The results indicate that Work-Life Balance has a very strong positive relationship with Employee Well-Being and a significant effect, contributing 50.9%. All dimensions of perceived organizational support, namely Employee Assistance Programs, Leadership Support, Workplace Culture, and Supportive Work Policies, significantly moderate the relationship between Work-Life Balance and Employee Well-Being. Overall, the moderation model explains 79% of the variance in lecturers' well-being, indicating that collective organizational support strengthens the positive effect of

					Work-Life Balance on educators' well-being in China.
3	<i>How Emotional Intelligence Affects College Teachers' Wellbeing in China? The Mediating Role of Work-Family Support</i> Li (2025)	Emotional Intelligence Theory Goleman (2000) Work Family Support Theory Greenhaus & Powell (2006) Conservation of Resources (COR) Theory Hobfoll (1989) Job Demands-Resources (JD-R) Demerouti et al. (2001) Employee Well-Being Theory Zheng et al. (2015)	A total of 336 university lecturers in China participated in the study, derived from an initial sample of 364 respondents after the data screening process. The survey was conducted between December 2023 and March 2024.	This study employed a quantitative approach with a cross-sectional survey design using an online questionnaire administered via the Wenjuanxing platform. Data were analyzed using Structural Equation Modeling (SEM) to examine relationships among variables and mediation effects, with model evaluation based on goodness-of-fit indices such as CFI, TLI, RMSEA, and SRMR.	The findings indicate that emotional intelligence has a positive and significant effect on employee well-being across all three dimensions. Emotional intelligence exerts a direct effect on life well-being ($\beta = 0.202$), work well-being ($\beta = 0.283$), psychological well-being ($\beta = 0.546$). In addition, emotional intelligence has a very strong effect on work-family support ($\beta = 0.829$). Work-family support, in turn, significantly influences life well-being ($\beta = 0.724$), work well-being ($\beta = 0.685$), and psychological well-being ($\beta = 0.435$). These findings suggest that work-family support serves as an important mediating variable that strengthens the relationship between emotional intelligence and lecturers' well-being.
4	<i>Environmental Sustainability and the Happy-</i>	Happy-Productive	The study initially involved 247	This study employed a quantitative	The results indicate that employee well-

	<i>productive Worker: Examining the Impact on Employee Well-being and Work Performance in Educational Institutions</i> Sheeran et al (2025)	Worker Hypothesis Employee Well Being Zheng et al. (2015) Equity Theory Adams (1963) Broaden-and-Build Theory Fredrickson (2001)	participants. However, after a data cleaning process to ensure the completeness and quality of responses, the final sample consisted of 199 respondents, including teachers and educational management staff from the UAE and the USA.	approach with a cross-sectional design. All variables were measured at a single point in time; therefore, the relationships identified are associative in nature.	being is positively correlated with task performance and contextual performance, and negatively correlated with counterproductive work behavior (CWB). Employee well-being explains 22.1% of the variance in task performance, 31% in contextual performance, and 14.2% in CWB. Meanwhile, sustainability does not have a significant effect on task performance but contributes to contextual performance and CWB, and partially mediates the relationship between well-being and these two variables.
5	The Role of Spiritual Leadership on Employee Performance Through Employee Well-Being Among Education Office Employees Purwanto dan Asyhari (2025)	Spiritual Leadership Fry (2003) Employee Performance Kasmir in Wijaya & Fauji (2021) Employee Well-Being Ali (2025); Fadila et al. (2025); Yu et al. in Kristiawan & Putranta (2024) Job Demands-Resources (JD-R) Bakker & Demerouti	110 employees of the Semarang City Education Office. Majority are male (56.36%), within the productive age range of 25–45 years (65.44%), hold a bachelor's degree (74.54%), and have a work tenure of more than 10 years (50%).	Quantitative approach with an explanatory research design. Used a saturated sampling technique (census) and a Likert scale questionnaire (1–5). Data analysis was conducted using Partial Least Square (PLS) via SmartPLS 3.0, including testing of the outer model, inner model, and hypothesis	Results indicate that Spiritual Leadership has a significant positive effect on Employee Well-Being (=0.728) and Employee Performance (=0.372). Employee Well-Being also significantly impacts Employee Performance (=0.465) and is proven to mediate the relationship between Spiritual Leadership and Performance (indirect effect=

		Astisya & Hadi (2021) Human Resource Management Hasibuan (2017)		testing through bootstrapping.	0.338). The research model explains 64% of the variance in Employee Performance (R2=0.64).
6	The Influence of the Principal's Leadership Style on Employee Performance and Well-Being at Institutional Education Juliyani et al (2025)	Transformational Leadership Theory Bass (1985) & Participative Empowering Leadership Yukl (2013) Employee Well-Being Theory Zheng et al. (2015) Emotional Intelligence Goleman (2000)	The study involved 50 employees of SMK Sunan Drajat Lamongan, including both staff and teachers, selected using a random sampling technique.	This study employed a quantitative approach with an explanatory correlational (non-experimental) design.	The results indicate that the principal's leadership style has a positive and significant effect on employee performance, contributing 42.2%, and on employee well-being, contributing 33.6%. Simultaneously, leadership explains 72% of the variance in both performance and well-being, suggesting that leadership, particularly transformational leadership, plays a crucial role in enhancing productivity as well as employees' psychological well-being.
7	Employee wellbeing as a mediator of the influence of spiritual leadership and perceived organizational support to improve innovative work behavior	Spiritual Leadership Theory Fry (2003) Perceived Organizational Support Theory Eisenberger et al. (1986) Employee Well-Being Theory Zheng et al. (2015)	The study involved 185 respondents drawn from a population of 517 university lecturers in Indonesia working in financial market infrastructure institutions, selected using a random	This study employed a quantitative approach with an explanatory research design. Data were analyzed using Structural Equation Modeling (SEM).	The results indicate that spiritual leadership and perceived organizational support have a positive effect on employee well-being. Furthermore, employee well-being has a positive effect on

	Herminingsih dan Menteng (2025)	Innovative Work Behavior Theory De Jong & Den Hartog (2010)	sampling technique			innovative work behavior. These findings suggest that employee well-being serves as a mediating variable that strengthens the influence of spiritual leadership and organizational support on lecturers' innovative work behaviour.
8	Transformational Leadership and Lecturer Performance in Indonesian Universities: Employee Well-Being as a Key Mediator and the Limited Role of OCB Aktar (2025)	Transformational Leadership Theory Bernard M. Bass (1985) Employee Well-Being Theory Warr (2002) Organizational Citizenship Behavior (OCB) Organ (1988)	The respondents consisted of 220 active lecturers from various public and private universities in Riau Province. They were selected using purposive and snowball sampling techniques, with the criterion of having at least two years of teaching experience.	This study employed a quantitative approach with a multilevel and causal-correlational design. Data were collected through an online questionnaire using a 5-point Likert scale, as well as institutional data. Data analysis was conducted using Partial Least Squares Structural Equation Modeling (PLS-SEM) with SmartPLS 4.		The results indicate that transformational leadership has a positive and significant effect on lecturers' performance, employee well-being, and organizational citizenship behavior. Employee well-being also has a positive effect on lecturers' performance and serves as a partial mediator in the relationship between transformational leadership and performance. In contrast, organizational citizenship behavior does not have a significant effect on performance and therefore does not act as a mediator. The research model explains 51.1% of the variance in

						lecturers' performance (R ² = 0.511).
9	<i>Technology Use and Employee Well-Being Among Teachers During Covid-19: Moderating Effects of School Support and Detachment From Work</i> Nuutinen dan Bordi (2026)	Technostrain Concept Salanova et al. (2013) ICT Availability Demands Arla Day et al. (2010) Psychological Detachment Theory Sonnentag & Fritz (2007) School Organizationa l Support Bick Har Lam et al. (2010) Burnout Theory Aro et al. (2009) Work Engagement Theory Schaufeli & Bakker (2003)	The study involved 323 secondary school teachers in Tampere, Finland. The average age was 47.7 years (SD = 9.1), with 85% female participants. The average teaching experience was 19.6 years (SD = 9.4). Of the respondents, 52% taught primary school (grades 1–6), 9% lower secondary (grades 7–9), and 39% taught at both levels. The survey was conducted between December 2020 and February 2021 during the hybrid teaching period following the lockdown.	This study employed a quantitative cross-sectional approach using an online questionnaire administered via Microsoft Forms, with a response rate of 28%. Data were collected using Likert-scale measures and analyzed through hierarchical multiple moderated regression (SPSS 27).	The results indicate that technostrain reduces employee well-being, as reflected in increased burnout ($\beta = 0.29-0.39$; $p < 0.001$) and decreased work engagement ($\beta = -0.27$ to -0.32). ICT demands also increase exhaustion ($\beta = 0.19-0.28$) and feelings of inadequacy ($\beta = 0.16-0.18$). Furthermore, psychological detachment ($\beta = -0.13$ to -0.16) and school support ($\beta = -0.12$ to -0.15) significantly moderate the relationship between technostrain and burnout by weakening its negative effects. Overall, technostrain emerges as a key risk factor contributing to the decline in employee well-being.	
10	<i>How Can We Improve Employee Well-Being in Teachers? The Importance of Individual and Job Resources</i>	Job Demand-Control-Support Karasek & Theorell (1990) Employee Well-Being	The study involved 129 Catholic senior high school teachers from accredited A Java, selected using	This study employed a quantitative approach using Partial Least Squares Structural Equation Modeling with	The results indicate that all hypotheses were supported significantly. Perceived Organizational Support and Employee	

Sudagijono et al (2024)	Zheng et al. (2015) Emotional Regulation Gross & John (2003) Perceived Organizational Support Eisenberger et al. (1986).	purposive sampling technique.	SmartPLS Validity was assessed using AVE and the Fornell–Larcker criterion, while reliability was evaluated using CA and CR. Mediation analysis was conducted, and model evaluation included R ² and Q ² .	4. Resilience have a positive effect on employee well-being, while work stress has a negative effect. Perceived Organizational Support and Employee Resilience also reduce work stress, thereby functioning as protective factors. In addition, work stress mediates the effects of Perceived Organizational Support and Employee Resilience on employee well-being. The model explains 26.8% of the variance in work stress and 35.8% of the variance in employee well-being.
11 <i>Job Satisfaction dan Employee Well-Being pada Dosen Perguruan Tinggi Agama Islam Negeri</i> Bestari et al (2024)	Employee Well-Being Zheng et al. (2015); Job Satisfaction Paul E. Spector (1985); Kesejahteraan Islam (Wangi et al., 2022).	The study involved 118 lecturers from State Islamic Higher Education Institutions (PTAIN), selected using a cluster sampling technique.	This study employed a quantitative approach using a survey method administered through Google Forms. The instruments used were the Employee Well-Being Scale (Zheng, 18 items) and the Job Satisfaction Survey (Spector, 36 items). Data were analyzed using simple linear regression (SPSS 20).	The results indicate that job satisfaction has a significant effect on employee well-being (p = 0.000), with a moderate positive relationship (R = 0.491). Job satisfaction explains 24.1% of the variance in employee well-being (R ² = 0.241), indicating that higher levels of job satisfaction are associated with higher levels of well-being.

						among lecturers in State Islamic higher education institutions.
12	Pengaruh Regulatory Focus terhadap Employee Well-Being pada Dosen Perguruan Tinggi Negeri Haznah et al (2024)	Regulatory Focus Theory – Higgins (1997) Employee Zheng et al. (2015)	The study involved 98 lecturers from public universities in Indonesia. The respondents had a minimum of two years of work experience. Sampling was conducted using a cluster sampling technique, and data were collected online via Google Forms.	This study employed a quantitative approach using multiple linear regression analysis (SPSS 20). The Regulatory Focus scale consisted of 18 items (Likert scale 1–5), and the Employee Well-Being scale consisted of 18 items (Likert scale 1–7). The reliability of the instruments was satisfactory (Composite Reliability: EWB = 0.942; Promotion = 0.798; Prevention = 0.778).	The results indicate that prevention focus has a significant effect on employee well-being ($p = 0.000$), whereas promotion focus does not show a significant effect ($p = 0.490$). However, simultaneously, both variables have a significant effect, explaining 15% of the variance in employee well-being ($R^2 = 0.150$). These findings suggest that prevention focus plays a more prominent role in enhancing lecturers' well-being compared to promotion focus, although its overall contribution remains relatively modest.	
13	Impact of Emotional Intelligence on the Well-being of Teachers and Students Deepa (2024).	Emotional Intelligence Mayer and Salovey (1990); Daniel Goleman (1995) Well-being Pavot & Diener (2003); Duan (1996)	The study involved a total of 200 participants, comprising 100 teachers and 100 students from higher education institutions in South India.	Quantitative approach using two-stage convenience sampling. Data was collected via Google Forms using the DeepaKrishnave ni Emotional Intelligence Test (DKEIT) and the General Well-Being Scale. Statistical	The inferential results of the study demonstrate a significant positive association between emotional intelligence and well-being for both teachers and students. Data regarding emotional intelligence levels	

				analysis was performed using SPSS.	revealed that 63% of students possessed “Very High” emotional intelligence, whereas only 42% of teachers reached the same level. A notable disparity was also found in well-being levels; 51% of students reported positive well-being, while a mere 12% of teachers achieved that status. A key insight from the analysis is that the regulation dimension of emotional intelligence is strongly associated with total well-being (=0.516).
14	Prevention Focus dan Employee Well-being pada Guru di Pondok Pesantren Heriyanti dan Rahmi (2023)	Teori Regulatory Focus Theory dari E. Tory Higgins (1997) Teori employee well-being, menggunakan model dari Zheng et al. (2015).	The study involved 108 teachers from Pondok Pesantren Sumatera Thawalib Parabek, Bukittinggi, Agam, using a total sampling technique.	This study employed a quantitative survey approach and was analyzed using simple linear regression (SPSS 16.0). The instruments included the 9-item Prevention Focus Scale (Neubert et al., 2008) and the 18-item Indonesian-adapted Employee Well-Being Scale (Zheng et al., 2015).	The results indicate that both prevention focus and employee well-being among pesantren teachers are at a high level. Regression analysis shows that prevention focus has a significant effect on employee well-being ($p = 0.025$), with a contribution of 4.7% ($R^2 = 0.047$), indicating that higher levels of prevention focus are associated with increased well-being among teachers in the pesantren.

15	Pengaruh <i>Work Life Balance</i> terhadap <i>Employee Well Being</i> pada guru SLB Darmawan dan Dwarawati (2023)	Work Life Balance Theory Fisher et al. (2009). Employee Well-Being Page & Vella-Brodrick (2009), pengembangan skala EWB oleh Zheng et al. (2015)	The study involved 218 special education teachers (SLB) in Bandung City, drawn from a population of 420 teachers using a cluster random sampling technique.	This study employed a quantitative approach. The instruments used were the Work-Life Balance Scale (Fisher et al., 2009; adapted by Gunawan, 2019) and the Employee Well-Being Scale (Zheng et al., 2015; adapted by Rahmi et al., 2021). Data were analyzed using multiple regression analysis.	The results indicate that Work-Life Balance has a significant effect on Employee Well-Being, contributing 27.4% ($R^2 = 0.274$; $p < 0.001$). Partially, the dimensions of Positive Life Interference with Work and Positive Work Interference with Life have a significant effect on Employee Well-Being, while Work Interference with Personal Life and Work Enhancement of Personal Life do not show significant effects.
16	Work Engagement Pada Employee Dosen Perguruan Tinggi Islam Putri et al (2024)	Work Engagement Schaufeli & Bakker (2004) Employee Well-Being Zheng et al. (2015).	The study involved 112 lecturers from State Islamic universities in Indonesia, selected using a cluster sampling technique.	This study employed a quantitative correlational design. The instruments used were the Utrecht Work Engagement Scale/UWES and the Employee Well-Being Scale (Zheng et al., 2015). Data were analyzed using simple linear regression with SPSS.	The results indicate that work engagement has a positive and significant effect on employee well-being ($p < 0.05$). The coefficient of determination (R^2) shows that work engagement provides a substantial contribution, categorized as high, to improving employee well-being among lecturers in Islamic higher education institutions in Indonesia.
17	The Role of Employee Well-Being as a Moderator in	Teori Job Crafting (Tims et al., 2012;	The study also involved 533 employees across various	This study used a quantitative moderation approach	The results show that job crafting has a positive and significant effect

	Job Crafting and Work Engagement Wardani et al (2023)	Wrzesniewski & Dutton, 2001) Employee Well-Being (Zheng et al., 2015; Ryff, 1989) Work Engagement (Schaufeli et al., 2006)	professions in the Greater Jakarta area (Jakarta, Bogor, Depok, Tangerang, Bekasi), with the majority aged 23–45 years (74.67%) and holding a bachelor’s degree (39.77%).	through Moderated Regression Analysis with PROCESS v4.0 Model 1 (Hayes). Sampling was conducted using a stratified technique. The instruments included UWES ($\alpha = 0.843$), Job Crafting Scale ($\alpha = 0.840$), and Employee Well-Being Scale ($\alpha = 0.894$).	on work engagement, contributing 37.3% ($R^2 = 0.373$; $\beta = 0.682$; $F = 315.89$; $p < 0.001$). Employee well-being acts as a moderating variable that strengthens this relationship, with a stronger effect observed among employees with higher well-being.
18	<i>Promotion Focus dan Employee Well-Being pada Guru di Pesantren X</i> Wulandari et al (2023)	Regulatory Focus Theory dari E. Tory Higgins (1997, 1998, 2012) Employee Well-Being Theory dari Donghong Zheng (2015).	Another study involved 111 teachers from Pondok Pesantren X who were permanent employees actively teaching. A total sampling technique was used, and data were collected via Google Forms.	This study employed a quantitative correlational survey design. The instruments used were the Promotion Focus Scale (9 items; $\alpha = 0.733$) and the Employee Well-Being Scale ($\alpha = 0.942$). Data were analyzed using simple linear regression (SPSS 25), following normality and linearity tests.	The results indicate that promotion focus does not have a significant effect on employee well-being ($p = 0.160$; $p > 0.05$). Although both variables were categorized as high, promotion focus was not found to influence employee well-being in this context.
19	Studi Kontribusi <i>Perceived Organizational Support terhadap Employee Well-Being Lecturer</i> Ramadhani (2023)	Employee well-being Zheng et al (2015). Perceived organizational support Eisenberger (1986).	Another study involved 182 lecturers from a population of 1,254 lecturers at religion-based universities in Bandung, selected using convenience sampling.	This study employed a quantitative method with multiple regression analysis. The instruments used were the Survey of Perceived Organizational Support (Eisenberger et al., 1986) and the Employee Well-	The results indicate that 89.6% of lecturers reported high perceived organizational support and 98.9% reported high employee well-being. Perceived organizational support contributes 27.4% to employee well-being. Partially,

				Being Scale (Zheng et al., 2015).	the evaluative judgement attributed to the organization dimension has a significant positive effect, while the actions affecting the organization dimension does not show a significant effect.
20	Studi Kontribusi <i>Workplace Spirituality</i> terhadap <i>Employee Well-Being</i> pada Dosen Generasi Millennial Fernanda dan Mubarak (2023)	Employee well-being yang menggunakan teori dari Zheng et al (2015). Work Spirituality menggunakan teori Ashmos & Duchon (2000).	Another study involved 98 millennial lecturers, with data questionnaires using a convenience sampling technique.	This study employed a quantitative method with multiple regression analysis. The instruments used were the Workplace Spirituality Scale (Ashmos & Duchon, 2000; adapted by Mubarak et al., 2022) and the Employee Well-Being Scale (Zheng et al., 2015; adapted by Rahmi et al., 2021).	The results indicate that 58.2% of lecturers reported high workplace spirituality and 53% reported high employee well-being. Simultaneously, workplace spirituality contributes 35.4% to improving employee well-being. Partially, only the sense of community dimension has a significant effect on employee well-being.

Based on the analysis of 20 empirical studies, the factors influencing employee well-being can be typologized into four main categories: individual internal factors, external factors, organizational factors, and spiritual or religiosity-related factors. These four categories not only exert a direct influence on employee well-being among educators but may also function as mediating and moderating variables in the relationships among various well-being outcomes.

RQ1: Factors Influencing Employee Well-Being
Individual Psychological Structure Factors

In the context of the teaching profession, including school teachers and university lecturers, employee well-being is significantly influenced by internal individual factors related to psychological capacities or structures, personal resources, and educators’ professional orientation in carrying out their roles. The teaching profession is widely recognized as involving high emotional and cognitive demands, including responsibilities for students’ academic and social development. Therefore, individual psychological characteristics constitute a critical factor in determining educators’ ability to maintain their psychological well-being.

One of the fundamental internal factors is emotional intelligence. A study by Li (2025) involving 336 university lecturers in China, found that emotional intelligence has a significant positive effect on employee well-being. In the educational context, emotional intelligence enables educators to regulate their own emotions when dealing with administrative demands, as well as to understand the emotions of students and colleagues. This capability allows educators to navigate classroom dynamics, administrative pressures, and complex social interactions more adaptively (Deepa, 2024).

In addition to emotional intelligence, employee resilience is another important factor in enhancing educators' well-being. A study by Sudagijono et al (2024) indicates that employee resilience has a positive effect on employee well-being and also exerts an indirect effect through the reduction of work stress levels. In the educational context, resilience enables teachers and lecturers to remain adaptive when facing various challenges, such as administrative workload, curriculum changes, research demands, and academic pressures.

Furthermore, the concept of regulatory focus has been found to contribute to employee well-being (Haznah et al., 2024). Research by Heriyanti dan Rahmi (2023) indicates that prevention focus an individual orientation emphasizing security, obligations, and the avoidance of errors, has a significant effect on employee well-being. In the context of the teaching profession, this orientation enables educators to carry out their professional responsibilities in a careful and systematic manner. In contrast, promotion focus, which is oriented toward achievement and aspirations, does not consistently demonstrate a significant effect in certain educational organizational contexts (Wulandari et al., 2023).

Another important internal factor is work engagement. A study by Putri et al (2024) shows that work engagement, consisting of the dimensions of vigor, dedication, and absorption, has a positive effect on employee well-being. Teachers and lecturers with high levels of work engagement tend to experience a greater sense of meaning in their work, as the teaching profession is often regarded as having substantial social and moral value in shaping future generations.

Furthermore, psychological detachment serves as a protective mechanism in maintaining educators' well-being. Research by Nuutinen dan Bordi (2026) demonstrates that an individual's ability to psychologically disengage from work during non-working hours can mitigate the negative effects of technostress on employee well-being. In the increasingly digitalized educational environment, the growing demands for technology use in teaching and administrative tasks can intensify work-related pressure. Therefore, the ability to detach from work demands during rest periods is essential for educators' employee well-being.

In the context of the teaching profession, two additional psychological factors that have been shown to play significant roles are teacher self-efficacy and teacher commitment. A study by Shu et al (2022) found that self-efficacy and teacher commitment are significant predictors of improved well-being among teachers in Zhengzhou, China. Self-efficacy refers to an individual's belief in their capability to effectively perform professional tasks, including classroom management, motivating students, and achieving instructional goals. Teachers with high levels of self-efficacy tend to be more confident in facing instructional challenges and experience lower levels of stress. Moreover, teachers' professional commitment contributes to enhanced well-being by fostering a sense of meaning, moral responsibility, and emotional attachment to the teaching profession.

External Social Factors

In addition to internal individual factors, the well-being of teachers and lecturers is also influenced by external factors related to social and family life. The teaching profession often faces challenges in balancing work demands with family responsibilities, particularly due to

administrative workloads, additional academic activities, and ongoing professional expectations.

One important external factor is work–family support. Family support can strengthen the relationship between emotional intelligence and employee well-being. Social support from family and the broader social environment enables educators to manage work–family role conflicts more effectively. In a profession that often requires a high level of emotional commitment to students and institutions, family support serves as a vital social resource that helps educators maintain their employee well-being (Li, 2025).

Organizational Factors

In the literature on employee well-being, organizational factors are often regarded as the most dominant determinants, as they are directly related to institutional policies, human resource management practices, and the work environment that shape educators' work experiences.

One of the most consistently identified organizational factors is perceived organizational support (POS). Studies by Zhang dan Dousin (2025), Sudagijono et al (2024), and research on university lecturers in Indonesia by Ramadhani (2023) indicate that employees' perceptions of organizational support have a positive effect on employee well-being. When teachers and lecturers feel that their institutions value their contributions and care about their well-being, they tend to exhibit higher levels of psychological well-being. In addition to its direct effect, organizational support can also function as a moderating variable that strengthens the relationship between other variables and employee well-being.

Another important organizational factor is the workplace environment. A study by Dumitriu et al (2025) involving 383 employees across various sectors in Romania, including education, found that the work environment has a significant impact on enhancing employees' well-being. A positive work environment encompasses physical, social, and psychological aspects that support employee comfort and productivity. In the educational context, a conducive work environment may include adequate teaching facilities, harmonious relationships among colleagues, and an organizational culture that supports educators' professional development.

Furthermore, leadership or leadership style is a critical organizational factor in enhancing the well-being of teachers and lecturers. One of the most frequently discussed styles in the literature is transformational leadership. Research by Juliyani et al., (2025) demonstrates that transformational leadership has a significant positive effect on employee well-being. Transformational leaders are able to inspire, motivate, and provide a clear vision for organizational members. In educational institutions, leaders who adopt a transformational style can create a more supportive work environment, enhance teachers' and lecturers' intrinsic motivation, and strengthen their sense of meaning in their professional roles.

In addition to transformational leadership, several studies highlight the importance of empowering leadership in promoting educators' employee well-being. Research Suleman et al (2021) conducted among secondary school teachers in Pakistan, found that empowering leadership behavior has a significant effect on employees' psychological well-being. Such leadership behaviors include granting autonomy, building trust, and providing opportunities for teachers to participate in decision-making processes. This leadership approach enhances teachers' sense of competence, control, and organizational involvement, which ultimately contributes to improved well-being.

However, certain organizational factors may also pose risks to educators' well-being. Research by Nuutinen dan Bordi (2026) indicates that technostrain and high demands for technology use can reduce employee well-being by increasing burnout and decreasing work engagement. In the context of increasingly digitalized education, the demands associated with

online learning platforms, digital administrative systems, and technology-based communication can impose additional pressures on teachers and lecturers. Therefore, educational institutions need to manage the implementation of technology wisely and provide adequate training and support for educators.

Spirituality and Religiosity Factors

Several studies indicate that spirituality and religiosity play an important role in enhancing employee well-being. Spiritual factors are associated with the search for meaning in life, moral values, and individuals' relationships with transcendental dimensions that provide meaning to their work. In modern organizational contexts, workplace spirituality is not limited to formal religious practices but also encompasses values such as meaningful work, a sense of community, and alignment between individual and organizational values.

Conceptually, religiosity can be understood as the degree of an individual's commitment to religious beliefs, values, and practices that shape how they interpret life and work. From the perspective of the psychology of religion, religiosity is often described through dimensions such as belief, religious practice, spiritual experience, and the internalization of moral values in daily life. These religious values can serve as sources of existential meaning and psychological support, helping individuals cope with various pressures in the workplace (Sapitri et al., 2024).

A number of studies also demonstrate that religiosity can function as a psychological resource that helps individuals manage stress, enhance resilience, and strengthen mental well-being. Work environments that accommodate religious and spiritual values may further enhance employee well-being by fostering social connectedness, moral support, and a deeper sense of meaning in work (Papaleontiou, 2024). The literature generally shows that spiritual and religious practices in the workplace are positively correlated with various indicators of employee well-being, including job satisfaction, work engagement, and psychological well-being.

Research by Fernanda dan Mubarak (2023) found that workplace spirituality makes a significant contribution to improving employee well-being. The dimension of sense of community emerged as the most influential factor, indicating that togetherness, shared spiritual values, and meaningful work can enhance employees' psychological well-being. Individuals who perceive spiritual meaning in their work tend to exhibit higher levels of job satisfaction, work engagement, and psychological well-being.

In addition to workplace spirituality, individual religiosity has also been found to significantly contribute to employee well-being. A study by Rabbani dan Mubarak (2022) showed that religiosity significantly enhances employee well-being among university lecturers. These findings suggest that individuals with higher levels of religiosity tend to experience better psychological well-being, as religious values provide sources of meaning, inner peace, and effective coping mechanisms for dealing with work-related stress.

Thus, spirituality and religiosity can be regarded as important factors in enhancing employee well-being, particularly within value-based organizations and educational institutions. The integration of spiritual values into the workplace not only provides deeper meaning to work but also contributes to the sustainable development of employees' psychological well-being (Cantika, 2025).

RQ2: Employee Well-Being as a Mediating and Moderating Variable

Employee well-being has been shown to play a crucial role as a mediating variable in explaining the relationship between organizational factors and employee work outcomes. A study by Aktar (2025) found that transformational leadership has a positive effect on lecturers' performance, both directly and indirectly through employee well-being. In this study, employee

well-being functioned as a partial mediator that bridged the influence of leadership on lecturers' performance. This finding suggests that leadership that provides inspiration, support, and attention to individual needs can enhance lecturers' psychological well-being, which in turn contributes to improved academic performance. In contrast, organizational citizenship behavior (OCB) was not found to mediate this relationship, as lecturer performance evaluation systems tend to focus more on formal outputs such as teaching, research, and publications.

Similar findings were reported by Herminingsih dan Menteng (2025) who demonstrated that employee well-being mediates the relationship between spiritual leadership and perceived organizational support on innovative work behavior. Spiritual leadership and perceived organizational support were found to enhance employees' psychological, emotional, and social well-being. This improvement in well-being subsequently encourages the emergence of innovative work behaviors, such as generating new ideas, promoting ideas, and implementing innovations in the workplace. These findings highlight that employee well-being functions as a psychological mechanism through which leadership and organizational support translate into more positive and productive work behaviors, making it a key element in enhancing organizational effectiveness.

In addition to its mediating role, employee well-being can also function as a moderating variable. Wardani et al., (2023) found that the relationship between job crafting and work engagement is not solely direct but is also influenced by employees' psychological conditions, particularly their level of well-being. Employees who actively modify their tasks, work relationships, and the way they perceive their work tend to demonstrate higher levels of work engagement. However, the strength of this relationship becomes more pronounced when employees are in a state of high well-being. In other words, employee well-being serves as a psychological context that strengthens the effectiveness of job crafting in enhancing work engagement. High levels of well-being enable employees to possess greater psychological energy, motivation, and emotional resources to optimize the changes they make in their work. Conceptually, this finding underscores that organizational efforts to promote job crafting should be accompanied by the creation of a work environment that supports employee well-being, as well-being serves as a crucial mechanism in reinforcing individuals' engagement at work.

RQ3: Instruments and Methods for Measuring Employee Well-Being

The measurement of employee well-being among educators has been conducted using various instruments derived from different conceptual frameworks, including work-related well-being, psychological well-being, and instruments specifically developed for the teaching profession.

One of the most widely used instruments in employee well-being research is the Employee Well-Being Scale (EWBS) developed by Zheng et al. This scale is designed to assess employee well-being comprehensively through three main dimensions: life well-being, workplace well-being, and psychological well-being. The life well-being dimension reflects individuals' overall evaluation of their quality of life, while workplace well-being focuses on individuals' experiences within the work context, including job satisfaction and the quality of interpersonal relationships at work. Meanwhile, the psychological well-being dimension relates to individuals' psychological conditions, reflecting feelings of competence, meaningfulness of work, and positive emotional experiences in performing professional roles. This instrument has been widely used in organizational research due to its comprehensive dimensional structure and demonstrated validity and reliability across diverse cultural contexts (Deroncele-acosta et al., 2025; Rahmi et al., 2021; Zheng et al., 2015).

Another commonly used instrument is the Job-Related Affective Well-Being Scale (JAWS), which is grounded in Peter Warr's model of work-related well-being. This instrument

assesses employee well-being through affective experiences arising in the workplace. JAWS measures a range of emotional states experienced by individuals at work, including both positive and negative emotions, thereby capturing the affective dimension of well-being. Within this conceptual framework, work-related well-being is understood as the balance between positive and negative emotional experiences encountered during professional activities. The use of JAWS in organizational research is considered effective because it directly captures employees' emotional experiences within the work context (Paliga et al., 2025; Kusumastutie & Jamhari, 2019; Spector et al., 2000).

In addition to instruments focusing on work-related well-being, several studies have employed Ryff's Psychological Well-Being Scale (RPWB) as a measure of well-being in the educational context. This scale is based on a eudaimonic approach, emphasizing self-realization and optimal psychological functioning. RPWB comprises six key dimensions: self-acceptance, positive relations with others, autonomy, environmental mastery, purpose in life, and personal growth. Although originally developed to measure general psychological well-being, this instrument has been widely adapted in educational research to examine educators' psychological well-being in their professional roles (Humaidah & Mulyono, 2025; Ryff & Singer, 1996).

Beyond these instruments, some studies have utilized tools specifically designed to assess well-being within the teaching profession, such as the Teacher Subjective Well-Being Questionnaire (TSWQ) developed by Renshaw et al., (2015). This instrument is intended to capture teachers' subjective well-being within the school environment. The TSWQ consists of two primary dimensions: teaching efficacy and school connectedness. The teaching efficacy dimension reflects teachers' beliefs in their ability to perform teaching tasks effectively, while the school connectedness dimension represents the extent to which teachers feel connected and engaged with their school environment. This instrument is particularly relevant in educational research, as it captures well-being experiences that are more context-specific to educators' work settings (Sagita et al., 2025).

Overall, these findings indicate that the measurement of employee well-being among educators employs a variety of conceptual approaches. Some instruments emphasize well-being within the organizational context, while others focus on individual psychological well-being or more specific well-being experiences within the teaching profession. This diversity of instruments underscores the multidimensional nature of employee well-being, which can be assessed from multiple theoretical perspectives. Therefore, the selection of measurement instruments in research on educators' well-being should consider the alignment between the study's conceptual framework, measurement objectives, and the specific context of the educational organization under investigation.

CONCLUSION

The findings of this systematic literature review indicate that employee well-being is a multidimensional construct shaped by the interaction of individual, social, organizational, and spiritual dimensions. Internal factors such as resilience, self-efficacy, work engagement, and psychological detachment function as psychological resources that enable educators to cope with job demands, while social support, particularly from family, helps individuals manage work-life conflict. At the organizational level, perceived organizational support, a conducive work environment, and leadership styles, especially transformational and empowering leadership, emerge as key determinants in enhancing employee well-being. In addition, spirituality and religiosity contribute to strengthening educators' sense of meaning at work and their mental well-being. The findings also reveal that employee well-being not only serves as an outcome variable but can also function as a mediator and moderator in the relationships between organizational factors and various work-related outcomes. Overall, this review

underscores the importance of a comprehensive organizational approach to fostering both the well-being and performance of educators. Furthermore, the use of diverse measurement instruments, such as the Employee Well-Being Scale (EWBS), Job-Related Affective Well-Being Scale (JAWS), Ryff's Psychological Well-Being Scale (RPWB), and the Teacher Subjective Well-Being Questionnaire (TSWQ), indicates that employee well-being can be understood from multiple conceptual perspectives, including workplace, psychological, and subjective well-being.

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