

## MANAGEMENT OF TEACHER PSYCHOLOGICAL WELL-BEING THROUGH STRUCTURED SUPPORT IN EDUCATIONAL INSTITUTIONS

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### Abstrak

Studi ini mengembangkan kerangka kerja konseptual untuk mengelola kesejahteraan psikologis guru di dalam lembaga pendidikan. Dengan menggunakan metodologi tinjauan literatur kualitatif, penelitian ini mensintesis pengetahuan yang ada tentang empat komponen utama: layanan konseling profesional, komunitas dukungan sebaya, kebijakan cuti kesehatan mental, dan mekanisme deteksi dini untuk stres terkait pekerjaan. Temuan menunjukkan bahwa pengelolaan kesejahteraan psikologis guru yang efektif membutuhkan sistem terintegrasi yang didukung oleh komitmen kepemimpinan, alokasi sumber daya yang memadai, budaya organisasi yang mendorong keterbukaan, dan partisipasi aktif guru. Pendekatan preventif yang berfokus pada pemeliharaan psikologis berkelanjutan terbukti lebih efektif daripada strategi reaktif yang hanya mengatasi masalah setelah muncul. Studi ini memberikan kerangka kerja terstruktur yang dapat memandu lembaga pendidikan dalam merancang dan menerapkan program dukungan komprehensif. Kesejahteraan psikologis guru bukan hanya masalah individu tetapi tanggung jawab institusional kolektif yang membutuhkan perhatian sistematis dan berkelanjutan dalam praktik manajemen pendidikan.

**Kata Kunci:** Kesejahteraan Guru, Dukungan Psikologis, Pencegahan Kelelahan Kerja, Lembaga Pendidikan, Kesehatan Mental

### Abstract

This study develops a conceptual framework for managing teacher psychological well-being within educational institutions. Using a qualitative literature review methodology, the research synthesizes existing knowledge on four key components: professional counseling services, peer support communities, mental health leave policies, and early detection mechanisms for work-related stress. The findings indicate that effective management of teacher psychological well-being requires an integrated system supported by leadership commitment, adequate resource allocation, an organizational culture that encourages openness, and active teacher participation. A preventive approach focused on sustained psychological maintenance proves more effective than reactive strategies that only address problems after they emerge. The study contributes a structured framework that can guide educational institutions in designing and implementing comprehensive support programs. Teacher psychological well-being is not merely an individual concern but a collective institutional responsibility requiring systematic and sustained attention within educational management practices.

**Keywords:** Teacher Well-Being, Psychological Support, Burnout Prevention, Educational Institutions, Mental Health

## INTRODUCTION

The teaching profession has long been viewed as a calling that demands dedication beyond conventional work boundaries. The responsibilities borne are not limited to delivering lesson materials, but include character formation, emotional support, and academic nurturing for dozens or even hundreds of students. The character and socio-emotional development of students are highly dependent on the quality of interaction in the school environment (Gani, 2025). Such workload is often not balanced with adequate systemic support from the institutions where they serve. In their daily lives, teachers face various pressures stemming from administrative demands, increasing parental expectations, and ever-evolving curriculum changes. Support from parents is also often a determinant of educational success in schools (Mahbubah et al., 2025). The complex dynamics of the classroom with diverse student backgrounds add layers of pressure that must be managed every day. When these pressures accumulate without adequate release mechanisms, the psychological well-being of teachers is in a vulnerable state. This problem becomes apparent because psychological conditions indeed greatly affect how individuals interact in their social environment (Oluwatosin & Darmawan, 2024; Darmawan et al., 2021). This condition does not happen suddenly, but through a long process that is often not realized by the teachers themselves or their work environment. The teaching profession, which is laden with emotional content, requires serious attention to the aspect of mental well-being (Bashir & Jan, 2025).

Work demands that continue to increase along with changing times place teachers in a position that is very vulnerable to emotional exhaustion or burnout (Ham, 2025). This phenomenon is characterized by declining energy, cynical feelings toward work, and reduced self-efficacy to carry out professional tasks. Mental health should be viewed as an important part of a strategic work environment arrangement (Issalillah & Khayru, 2025). This fatigue factor is closely related to work-life balance and the teacher's perception of the support provided by the organization (Darmawan, 2022). Teachers experiencing burnout not only feel the impact on themselves but also on the quality of interaction with the students who are their responsibility. The decline in teaching quality due to emotional exhaustion has a direct impact on the student's learning experience. The education system that measures success through academic achievement often ignores the fact that a mentally healthy teacher is a prerequisite for creating quality learning processes. Negative stigma toward mental disorders in society is often a major barrier for someone to recover (Aisyah & Issalillah, 2022). Various studies show that the stress level of teachers is in the worrying category in many countries, including Indonesia. Excessive pressure will have a negative impact on work performance in educational institutions (Sudja'i et al., 2021; Rojak et al., 2025). Awareness of the urgency of handling teacher psychological well-being has begun to emerge, but the implementation of support programs is still far from adequate.

The availability of counseling services for teachers is one of the urgent needs that have not been met evenly in educational institutions (Kanwal, 2025). Most schools do not have competent professionals to provide psychological assistance for their educators. Stigma toward mental conditions often makes legal protection difficult to reach (Zahid et al., 2022). These

emotional challenges are often even felt by knowledge seekers who are completing their final assignments (Darmawan & Zahid, 2025). Teachers experiencing emotional pressure often do not have a safe place to vent the problems they face. Counseling services that exist in schools are generally focused on students, while the psychological needs of teachers are neglected. Whereas teachers who face pressure without adequate support will find it difficult to maintain optimal performance in the long term. This is also related to how legal responsibility is viewed in individuals who experience mental disorders (Vitrianingsih et al., 2025). The presence of a counselor or psychologist who specifically handles teacher well-being can be one form of institutional investment to maintain the quality of education. This is very important to build a healthy organizational culture (Rojak et al., 2025). Unfortunately, the perception that teachers are figures who must always be strong and must not show weakness is still deeply rooted in the educational environment. This view becomes a barrier for teachers to access psychological support services that they actually really need.

Peer support communities have great potential to help teachers manage work stress. Interaction with fellow teachers who understand the dynamics of the job can be a therapeutic space for sharing. Social capital and teamwork within an organization are tangible forms of support for teachers (Putra et al., 2021). Teachers tend to feel more comfortable opening up to colleagues who are experiencing similar situations compared to outsiders. These communities can be formed formally by institutions or grow naturally through the initiatives of the teachers themselves. Peer support mechanisms allow for the exchange of experiences and strategies for coping with pressure that are practical and applicable. Teachers who have a strong support network tend to be more resilient in facing various work challenges. However, the existence of structured and sustainable peer support communities remains a rarity in the education environment. The presence of a supportive social environment is very helpful in overcoming mental stress (Oluwatosin & Darmawan, 2024). Schools have not yet viewed peer communities as part of a teacher well-being support system that needs to be intentionally designed.

Mental health leave is a topic that is beginning to emerge in human resource management discourse in the education sector. Mental leave provides an opportunity for teachers to disconnect from exhausting work routines and restore their psychological condition. This concept is actually already applied in several developed countries as a form of acknowledgment that mental health is just as important as physical health. The fulfillment of this mental well-being is highly influenced by the support of the organization where the teacher serves (Darmawan, 2022). In practice, mental leave is often difficult for teachers to access due to the lack of clear regulations and the stigma attached to it. Teachers who take leave for mental health reasons risk receiving negative judgments from coworkers or superiors. Yet, providing adequate recovery opportunities can prevent more severe emotional exhaustion in the future. It is very important for institutions to create a fair environment for all their members (Pakpahan et al., 2022). Educational institutions need to start considering policy schemes that provide space for teachers to restore their psychological condition without guilt or fear of administrative

consequences. This policy must be designed with clear mechanisms so that it can be accessed fairly by all teachers.

The main problem in managing teacher psychological well-being lies in the absence of an early detection system capable of identifying work stress symptoms before they develop into more serious conditions. Teachers under pressure tend to hide their condition because they are worried about being considered incompetent or unprofessional. Existing social stereotypes often create inequality in the work environment (Sajjapong et al., 2022). The work culture in the educational environment still views the admission of emotional exhaustion as a weakness that should be covered up. As a result, interventions are only carried out when teachers have already shown severe symptoms of burnout, such as high absenteeism, conflict with coworkers, or even the decision to stop teaching. The absence of standardized measurement tools applied periodically makes institutions blind to the psychological condition of their educators. Whereas, a good understanding of identity and coping strategies is very necessary in a diverse society (Pakpahan et al., 2022). Schools do not have a map of which teachers are in a vulnerable condition and therefore require special attention. Early detection carried out informally through the observation of superiors is highly dependent on individual sensitivity and is often inconsistent. Yet, handling carried out at the initial stage is far more effective and requires fewer resources compared to interventions in acute conditions.

The second problem is structural, related to how educational institutions place teacher psychological well-being in the priority scale of human resource management. Teacher well-being support programs are often the most neglected part of school budget planning. This gap is often triggered by social stigma that still occurs in the surrounding environment (Sajjapong et al., 2022). Budgets are allocated more to the development of physical facilities or the improvement of academic competence whose results are easily measured. Meanwhile, investment in teacher psychological well-being is considered to provide no immediately visible benefits. The absence of national standards governing minimum psychological support services for teachers causes each institution to move on its own without a clear direction. Strong psychological and personal capital is needed by every individual in facing work stress (Sudja'i et al., 2021). The gap between public and private schools in providing teacher well-being support programs further widens the inequality in the quality of human resources in education. Teachers working in schools with limited resources are actually in the most vulnerable position because they face heavy pressure without adequate support. This issue becomes increasingly complex because it involves the allocation of limited resources and priorities that are often misguided.

The urgency of this research arises from the pressing need to formulate a framework for managing teacher psychological well-being that can be implemented systematically in educational institutions. The existence of mentally healthy teachers is the foundation for the realization of quality learning processes. The main goal is to create superior work performance through a mentally healthy environment (Rojak et al., 2025). However, until now, there has been no comprehensive guide on how educational institutions should manage the psychological well-being aspects of their educators. Various existing support programs have been sporadic and

highly dependent on individual initiatives. Teamwork and organizational support are crucial in achieving long-term success (Putra et al., 2021). The absence of a clear conceptual framework causes the interventions carried out to often be off-target or unsustainable. This research is important to fill this gap by providing a theoretical foundation that can serve as a reference for educational administrators to design effective support programs. The contribution to the development of educational management science is also a consideration, given the scarcity of literature that comprehensively discusses the management of teacher psychological well-being.

This research aims to develop a conceptual framework for managing teacher psychological well-being that includes four main pillars, namely professional counseling services, peer support communities, mental health leave policies, and early detection of work stress. The resulting framework is expected to serve as a guide for educational institutions to design systematic and sustainable support programs. Theoretically, this research enriches the treasury of human resource management science in the field of education by linking the concept of psychological well-being with educator management practices. Its practical contribution is in the form of a guide for school administrators and policymakers to compile programs that are responsive to the psychological well-being needs of teachers.

## **METHOD**

This research is designed as a literature study with a qualitative approach aimed at producing a synthesis of knowledge regarding the management of teacher psychological well-being. The selection of this design is based on the consideration that the topic under study requires the collection and integration of findings from various available written sources. As explained by Snyder (2024), a well-designed literature study is capable of making a substantial contribution through the identification of patterns, gaps, and relationships between concepts that were previously scattered. The procedure applied adapts the principles proposed by Barry et al. (2022) regarding a six-step approach in knowledge synthesis that emphasizes a process that is structured yet remains flexible. Literature searching was conducted by utilizing trusted academic databases using keywords relevant to the topic of teacher psychological well-being. Khasanah et al. (2010) assert that in research related to organizational management, an understanding of individual and group behavior becomes an important foundation that should not be ignored. Darmawan (2013) also reminds us that the approach in management studies must consider the psychological dynamics that occur within an organization.

Data analysis in this study was conducted using content analysis techniques that allow the researcher to identify main themes emerging from the various sources reviewed. Patel and Patel (2019) explain that the success of qualitative research is highly determined by the researcher's ability to perform in-depth interpretation of the materials collected. Matos et al. (2023) emphasize that in literature studies in the field of education, it is important to pay attention to the scientific scope that forms the background of each source used. A rapid literature review approach as outlined by Smela et al. (2023) was applied to maintain efficiency without sacrificing accuracy in the search process. The validity of the findings was maintained

through source triangulation, which ensures that every key concept is supported by at least three independent references. The synthesis process was carried out by comparing findings from various sources to find consistent patterns as well as to identify areas that still require further development (Meydan & Akkaş, 2024). This approach allows the research to produce a conceptual framework that is not only comprehensive but also academically accountable.

## **RESULTS AND DISCUSSIONS**

The management of teacher psychological well-being requires a paradigm shift from a reactive approach that only responds when problems have emerged toward a preventive approach oriented toward the sustainable maintenance of mental conditions. This shift demands that educational institutions build a system capable of identifying work stress risk factors before they significantly impact the teacher's psychological condition (Bashir & Jan, 2025). Employee well-being is fundamentally an important foundation for maintaining performance stability in a sustainable organization (Issalillah et al., 2025; Eddine et al., 2021). These risk factors can stem from disproportionate workloads, role ambiguity, lack of autonomy in performing tasks, to interpersonal conflicts in the work environment. Schools that have an understanding of these factors can design targeted interventions. A preventive approach also means that efforts to maintain teacher psychological well-being are not solely the responsibility of the individual teacher, but become a collective responsibility of the institution. A mutually supportive relationship between mental conditions and the quality of social interaction greatly determines the success of this process (Darmawan & Gani, 2024). A good system will create a work environment that naturally supports mental health without waiting for the emergence of worrying symptoms. Educational institutions need to start measuring the extent to which their work environments support or conversely drain the psychological energy of teachers.

Professional and easily accessible counseling services are fundamental components in a teacher psychological well-being management system. The presence of a counselor or psychologist who specifically handles the needs of educators provides a safe space for teachers to talk about the pressures they experience (Yoserizal et al., 2025). Mentoring services like this have been proven to make a major contribution in forming the character and mental strength of individuals in the educational environment (Rojak et al., 2024). This service must be designed with consideration for confidentiality and comfort so that teachers do not feel afraid of the negative consequences of their openness. Funding schemes for counseling services can be integrated into the school budget or through collaborations with psychological service provider institutions. Schools need to ensure that access to counseling services is not complicated by convoluted administrative procedures. A flexible counseling schedule allows teachers with busy teaching hours to still utilize this service. Furthermore, it is important to build awareness that accessing counseling services is not a sign of weakness but a form of responsibility toward one's own health. The ability to manage emotions in daily life is the main key to increasing inner happiness (Irfan & Darmawan, 2021). Socialization regarding the benefits and mechanisms of counseling services needs to be carried out routinely to eliminate the stigma that is still attached.

Peer support communities offer a different form of support from professional counseling services because they are based on shared experiences that are understood directly. Teachers who interact with colleagues experiencing similar situations often feel more understood compared to outsiders. Social support from the surrounding environment, including family and coworkers, greatly helps teachers maintain life balance (Hariani & Mardikaningsih, 2023). These communities can be facilitated by the school through the provision of time and space for routine meetings between teachers. The structure of peer support communities can be designed with the principle of voluntariness so that teachers who join are truly motivated to support one another (See et al., 2025). Basic training on listening skills and providing emotional support needs to be given to community members so that the interactions that occur are truly beneficial. The strength of social relationships within the community plays an important role in creating resilience and mutual well-being (Rojak & Fajar, 2025). Effective communities not only become places to vent, but also forums for sharing practical strategies to face various job challenges. Teachers who have a strong peer support network show a higher level of resilience to face pressure. Schools need to view peer support communities as part of the well-being infrastructure that needs to be nurtured and developed.

Mental health leave is an important instrument that provides an opportunity for teachers to restore their psychological condition when the burden faced has exceeded their capacity. This policy requires careful formulation so that it is not misused but remains accessible to those who truly need it (Ferguson et al., 2025). Maintained mental health will encourage a person's motivation and success in carrying out their responsibilities (Fitriyah & Darmawan, 2024). The mental leave mechanism can be designed by involving professional assessments to ensure that its utilization is well-targeted. The duration of leave granted needs to consider the severity of the condition as well as the recovery plan to be carried out. Schools need to prepare a mechanism for managing tasks while teachers are on leave so that the learning process is not disrupted. Clarity of the mental leave application procedure is important to avoid uncertainty that could actually increase teacher stress. This relates to the fairness of interaction and the psychological contract between superiors and subordinates within an organization (Darmawan & Mardikaningsih, 2025). This policy must also be equipped with guarantees that teachers who take mental leave will not experience negative consequences in performance appraisals or career development. Well-designed mental leave can prevent more severe emotional exhaustion, which will ultimately harm both the teacher and the institution.

The sustainable early detection of work stress requires instruments that can measure teachers' psychological conditions periodically without causing counterproductive effects. The instruments used must be designed by considering cultural sensitivity and the characteristics of the teaching profession. Regular assessments allow institutions to have data on the trends of educators' psychological conditions in the aggregate (Landívar et al., 2024). Awareness of the importance of healthy behavioral changes can be started through education and clear information (Gautama & Mardikaningsih, 2022). This data is invaluable for evaluating the effectiveness of ongoing support programs and identifying areas that require special attention. Early detection should not be carried out in a way that makes teachers feel monitored or judged, as this will encourage them to hide their

true conditions. A more appropriate approach is to create a culture of openness where teachers feel safe to express their conditions. Good psychological well-being also serves as a counterbalance so that the compensation received produces maximum work results (Jahroni & Darmawan, 2024). Schools can utilize technology to facilitate the implementation of periodic assessments without burdening teachers with complicated administrative processes. Assessment results must be processed by paying attention to the principle of confidentiality and used solely for the benefit of program improvement.

The integration of the four pillars of teacher psychological well-being management requires close coordination between various stakeholders in the school environment. Professional counseling services require support from school leadership in terms of resource allocation and supportive policies. Peer support communities can be facilitated by school leadership by providing sufficient space and time for routine meetings (Mo, 2024). Servant leadership is very helpful for staff in building mental strength and self-confidence (Hariani & Wardoyo, 2024). Mental health leave policies require the commitment of school leadership to protect teachers who utilize them from negative stigma. The early detection system requires the involvement of leadership to create a culture where psychological well-being is a shared concern. Principals who have an understanding of the importance of mental health will become effective drivers. Leaders need to understand how to interpret their roles to create a positive work culture (Irfan & Rojak, 2025). They need to show exemplary behavior by maintaining a balance between work demands and the maintenance of their own psychological conditions. Teachers tend to follow the behavior shown by their leaders, so exemplary behavior becomes a key factor in cultural change.

Funding for teacher psychological well-being programs often becomes a major obstacle faced by educational institutions, especially in developing countries or in schools with limited budgets. Nevertheless, the perspective that views this program as a cost burden or unproductive expenditure needs to be fundamentally changed into the view that psychological well-being programs are a strategic investment to maintain and improve the quality of human resources in the long term, as suggested by Ranjbaran (2023). Mentally and emotionally healthy teachers will show better performance in carrying out teaching duties, lower levels of absenteeism due to reduced stress-related illness, as well as a longer tenure, so schools do not need to frequently recruit and train new teachers, which requires costs and adjustment time. A careful calculation of the long-term benefits of a psychological well-being program will show that this investment has a very profitable rate of return for the institution, because the costs incurred for the program are far smaller than the losses due to the declining productivity of teachers experiencing psychological disorders. Schools can start implementing this program with a simple and non-burdensome budget allocation, for example, by providing access to professional counseling services for a few hours per week that can be utilized by teachers voluntarily and confidentially. Over time, and when the benefits of this simple program begin to be clearly visible, for example in the form of increased teacher morale or decreased stress complaints, then the budget allocation for the psychological well-being program can be increased gradually in accordance with the school's financial capabilities. Cooperation with external institutions such as universities that have psychology study programs or psychological professional organizations

can be an effective alternative to overcome the limitations of financial and human resources owned by the school. Through such cooperation, schools can obtain counseling services at a lower cost or even for free as part of student internship programs or community service programs. The most important thing for school administrators to understand is that a psychological well-being program does not have to be expensive or luxurious to provide significant benefits for teachers and the institution as a whole. What determines the success of this program more is the commitment of school management, consistency of implementation, and the creation of a safe and non-stigmatizing climate for teachers who utilize these services.

Training for school leaders regarding the management of educators' psychological well-being is an urgent need that is often overlooked. Principals and vice-principals need to be equipped with knowledge about the signs of work stress and how to provide appropriate initial support (Ion, 2025). A flexible and adaptive leadership style is very necessary to increase engagement and teamwork (Rojak & Darmawan, 2023). The ability to manage sensitive conversations about psychological conditions is a skill that can be learned through structured training. Trained leaders will be more sensitive to behavioral changes that may indicate excessive pressure on teachers. They will also be more confident in directing teachers who need it to access available services. Interactionally fair leadership attitudes will strengthen teachers' emotional bonds to the school (Darmawan & Mardikaningsih, 2025). This training needs to include an understanding of the limitations of a leader's authority to handle subordinates' psychological problems. Leaders need to understand when they have provided sufficient initial support and when they must refer to more competent professionals. Periodically organized training will ensure that these capabilities are maintained and developed.

An organizational culture that supports openness about psychological conditions is the foundation that allows various support programs to function optimally (Derkach, 2025). Schools that have a culture where teachers feel safe to speak about the pressures they experience will have a higher success rate in managing psychological well-being. A learning culture within the organization and freedom in working can be drivers of strong psychological capital (Hariani & Mardikaningsih, 2026). This culture is not formed instantly but through a long process that begins with the leader's exemplary behavior. Leaders who openly speak about the importance of maintaining mental health will send the message that this is a legitimate topic to talk about. Appreciation for teachers who maintain a life balance also needs to be given to show that the institution values employee well-being. The active involvement of every individual in building a positive academic culture greatly influences institutional success (Rojak, 2023). A healthy culture also avoids the practice of comparing mental resilience between individuals because everyone has different capacities. Schools need to consistently communicate that asking for help is a form of strength, not a weakness. Strengthening this culture must be the concern of all layers of the organization, not just top leadership.

An approach that considers specific needs based on individual teacher characteristics will increase the effectiveness of psychological well-being programs (Granziera et al., 2022). Teachers in the early stages of their careers may face different pressures compared to experienced teachers. Readiness for adaptation and resilience are essential for novice teachers in facing a challenging work

environment (Liwak et al., 2023). Teachers with family responsibilities have different sources of stress than those who are single. Gender differences can also influence how an individual perceives and expresses stress. Programs that adopt a one-size-fits-all approach tend to be ineffective because they ignore the diversity of needs. Environmental pressures often influence how individuals determine their goals and life choices (Fajar et al., 2021). Schools need to design a variety of support options so that teachers can choose what best suits their conditions. Flexibility in program design allows for adjustments to individual preferences without reducing the quality of service. This personal approach also demonstrates that the institution truly cares about the well-being of teachers as unique individuals, rather than merely running a formal program.

The utilization of digital technology can expand the reach and increase the accessibility of psychological support services for teachers (Vortia et al., 2025). Online counseling services allow teachers with busy schedules or those in remote locations to still access professional help. Furthermore, good digital literacy is also starting to show its influence on mental conditions and social behavior in the education environment (Khayru et al., 2025). In the era of artificial intelligence, the use of technology must continue to prioritize aspects of human health and productivity (Darmawan, 2020). Digital platforms can also be used to conduct stress management skills training that can be accessed at any time. Peer support communities can utilize online conversation groups to share experiences and encourage one another outside of formal working hours. However, the use of technology needs to consider aspects of data security and confidentiality, which are very important in psychological services. Current industrial technology developments bring both challenges and great opportunities for human resource development (Oluwatoyin & Mardikaningsih, 2024). Schools need to select platforms that have adequate security standards and train users on practices for maintaining confidentiality. Technology should be a tool that facilitates, not a new obstacle that actually adds to stress. A combination of face-to-face and online services can provide a wider range of choices according to the preferences and needs of teachers.

Measuring the success of psychological well-being programs for teachers requires indicators that go beyond mere participation rates in organized activities, as teacher attendance at activities does not necessarily reflect significant changes in psychological conditions, as suggested by Paul et al. (2023). More meaningful and relevant indicators for measuring program success are changes in the teacher's own psychological condition, which can be measured systematically through measurement instruments that have adequate validity and reliability, such as psychological well-being scales, anxiety scales, or burnout scales that have been psychometrically tested. In addition to direct measurements of psychological conditions, teacher turnover rates, absenteeism rates due to stress-related health reasons, as well as the quality of interaction between teachers and students—which can be observed through supervision or student feedback—can also be indirect indicators reflecting the effectiveness of psychological well-being programs. Schools need to conduct evaluation activities periodically, for example, every six months or at the end of each academic year, to objectively determine whether the implemented programs are achieving the established goals or still require adjustments. The evaluation results obtained must be used earnestly to make continuous improvements to the program, not just collected as documents to fulfill reporting obligations to superiors or for accreditation purposes.

alone. Teachers, as the primary beneficiaries of the program, need to be actively involved in the evaluation process, for example through anonymous surveys, focus group discussions, or in-depth interviews, so that the feedback obtained is authentic and reflects the real experience in the field. Transparency regarding evaluation results to all teachers, including aspects that were successful as well as aspects that still need to be improved, can build a sense of trust that this program is truly run for the interest of their well-being and not as a tool for institutional control or image-building. Evaluations conducted earnestly and followed by tangible follow-up actions demonstrate the institution's commitment to continuous improvement, which will subsequently strengthen the legitimacy of the program in the eyes of the teachers.

Teacher involvement in the design and implementation of psychological well-being programs will increase the sense of ownership of the program, and ultimately, will contribute positively to the program's effectiveness in achieving its objectives, as suggested by Zaki (2016). Teachers involved from the early stages of design, for example in identifying needs, selecting types of activities, or determining implementation mechanisms, will more deeply understand the rationale behind each component of the organized program, so they will not view the program as something foreign or forced from above. Early involvement also allows teachers to provide valuable input on what form of psychological support best fits the real needs they face in the field daily, for example, whether they need individual counseling, joint relaxation sessions, or peer support communities more. Teacher participation does not stop at the design stage but can be extended to the implementation stage, for example by involving certain teachers to become facilitators of peer support communities or program ambassadors who help socialize available services. The role as a facilitator in a peer support community also provides dual benefits for the self-development of the teacher concerned, because they can develop interpersonal communication skills, active listening skills, and higher empathy. This participatory approach fundamentally changes the position of teachers from passive beneficiaries who only wait for services to be provided into active subjects who contribute directly to the improvement of the collective well-being of the entire school community. Schools need to provide formal and structured mechanisms that allow input from teachers to be truly heard, documented, and responded to adequately, for example through regular teacher representative forums or digital suggestion boxes that are monitored periodically. A high sense of ownership of the program will encourage teachers not to hesitate to utilize available services when they need them, as well as voluntarily recommend the services to other colleagues who might be experiencing psychological difficulties but are reluctant to come forward themselves. Conversely, programs designed without involving teachers at all, for example based only on management assumptions or mimicking programs from other institutions without adjustment, are at high risk of being irrelevant to the real needs of teachers and ultimately not utilized even though a large budget has been provided.

Handling teachers who have entered the burnout stage requires a more intensive approach compared to preventive efforts. Interventions at this stage may require a combination of intensive counseling, recovery leave, and workload adjustments (Fida et al., 2025). Teachers with severe

burnout may require referral to psychiatric services to obtain more comprehensive medical treatment. There are many factors that must be considered to improve work effectiveness within an organization (Darmawan, 2024). Schools need to have clear protocols for handling burnout cases so that treatment is not carried out through improvisation. This protocol must include identification mechanisms, referral procedures, funding schemes, and reintegration plans after recovery. Appropriate handling at this stage can prevent teachers from making the decision to quit, which would be detrimental to all parties. Schools also need to ensure that teachers returning after undergoing recovery receive adequate support to re-adapt. Environmental performance also needs to be managed through environmentally friendly human resource management and strong leadership (Mardikaningsih et al., 2026). Experiences in handling burnout cases should serve as learning material to strengthen the prevention system so that similar cases do not recur.

Macro-level policies that support the management of teacher psychological well-being need to be a concern for education policymakers (Bashir & Jan, 2025). National standards for psychological support services for teachers can serve as an umbrella that encourages every institution to provide adequate programs. The government needs to pay attention to the equitable distribution of educational access between urban and rural areas within the framework of economic policy (Rojak & Irfan, 2025). Regulations on mental health leave with legal protection for teachers who utilize it will reduce the risk of discrimination. Local governments can provide incentives for schools that have good psychological well-being programs. School operational assistance fund allocations need to consider components for psychological support services. Social education also plays an important role in building global awareness for individuals at the higher education level (Hariani & Mardikaningsih, 2022). Policies at the macro level can also encourage an increase in the number of psychological professionals working in the educational environment. Without adequate policy support, the efforts made by individual schools will face many structural obstacles. Policy advocacy involving teacher professional organizations and school associations needs to be continuously carried out to encourage change at the system level.

The sustainability of teacher psychological well-being programs requires careful planning regarding resources and regeneration mechanisms (Anna, 2022). Programs that depend on specific individuals without a knowledge transfer mechanism will easily collapse when those individuals are no longer in the institution. Schools need to document the processes, procedures, and lessons learned while running the program. Long-term success can only be achieved if the organization is able to learn and adapt well (Hariani & Mardikaningsih, 2026). The cadre formation of peer support community facilitators needs to be carried out continuously so that no vacancy occurs. The program budget needs to have its sustainability guaranteed through mechanisms that do not depend on changes in leadership. The institution's commitment to teacher psychological well-being must be stated in strategic planning documents that serve as long-term references. All these supporting factors must be managed in an integrated manner to improve organizational effectiveness (Darmawan, 2024). Sustainable programs will provide greater benefits compared to programs that only run for a few periods and then stop. Teachers need to feel that this program is not just a temporary project but part of a system that will continue to exist.

Research on teacher psychological well-being needs to be continuously conducted to enrich the understanding of the dynamics that occur. Various approaches and intervention models need to be tested to determine which are most suitable for the characteristics of the teaching profession in Indonesia. Previous research results show that the balance between work and personal life greatly determines employee happiness (Darmawan, 2022). Comparative studies between institutions with different approaches can provide valuable lessons on best practices. Longitudinal studies that follow the development of teachers' psychological conditions over the long term will provide an understanding of the most influential factors. Understanding the link between mental conditions and social interaction will continue to be an important topic in management science development (Darmawan & Gani, 2024). Research results need to be disseminated in a way that is easily accessible to education practitioners. The bridge between the academic world and practice in the field needs to be continuously built so that the knowledge produced can be truly useful. Collaboration between researchers and practitioners to design interventions will increase the relevance and effectiveness of the programs. The development of scientific knowledge regarding teacher psychological well-being will provide a stronger foundation for the efforts made at the institutional level.

## **CONCLUSION**

The conclusion of this discussion is that the management of teacher psychological well-being requires an integrated system consisting of professional counseling services, peer support communities, mental health leave policies, and early detection mechanisms for work stress. The success of this system is determined by leadership commitment, resource availability, an organizational culture that supports openness, and active teacher involvement in the design and implementation of the program. A preventive approach oriented toward the sustainable maintenance of psychological conditions is proven to be more effective compared to a reactive approach that only responds after problems arise. Teacher psychological well-being is not merely an individual matter but is a collective responsibility of the institution that requires systematic and continuous attention.

The implications of these findings for educational management practice are the need for school institutions to place teacher psychological well-being as a priority in human resource management. The suggestion that can be offered is for schools to begin conducting initial assessments to understand the actual psychological well-being conditions of their educators. Based on the results of these assessments, schools can design intervention programs tailored to specific needs and available resources. Developing the capacity of school leaders in psychological well-being management is a strategic step that needs to be taken immediately. Schools are also advised to build partnerships with psychological service provider institutions to overcome internal resource limitations.

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