

EXPLORING THE INTERPLAY OF WORK-LIFE BALANCE, ORGANIZATIONAL CLIMATE, AND PSYCHOLOGICAL RESILIENCE: FACTORS AFFECTING TEACHERS' AND STUDENTS' WELL-BEING IN SECONDARY EDUCATION

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ABSTRACT

The well-being of teachers and students in secondary education has garnered increasing attention due to its implications for academic performance and long-term personal development. This review explores how three critical factors—work-life balance, organizational climate, and psychological resilience—interact to shape the well-being of both teachers and students. The review synthesizes existing literature, identifying key stressors in secondary education, and emphasizes the reciprocal relationship between teacher well-being and student well-being.

****Key Words: Work-life balance, Organizational climate, Psychological resilience, Teacher well-being, Student well-being, Secondary education.***

Introduction

Well-being in education is a multifaceted issue that extends beyond academic performance, impacting the physical, emotional, and social development of both teachers and students. Teachers' well-being is essential to creating a healthy learning environment, while students' well-being is closely tied to academic success and overall life satisfaction (Skaalvik&Skaalvik, 2015). In this context, factors like work-life balance, organizational climate, and psychological resilience play a pivotal role in influencing well-being at the secondary level.

WORK-LIFE BALANCE AND TEACHER WELL-BEING

Work-life balance refers to the equilibrium between professional responsibilities and personal life, which, when misaligned, can cause significant stress. For secondary school teachers, managing the demands of lesson planning, grading, extracurricular activities, and personal obligations can lead to burnout, adversely affecting their mental and physical health (Day & Gu, 2014).

Research indicates that teachers who experience poor work-life balance are more likely to suffer from emotional exhaustion, which can reduce their effectiveness in the classroom and increase student stress levels (Greenhaus & Allen, 2011). Furthermore, imbalances in this area can lead to absenteeism and attrition, destabilizing the educational environment (Bakker & Demerouti, 2007).

ORGANIZATIONAL CLIMATE AND ITS INFLUENCE ON WELL-BEING

The organizational climate of a school refers to the quality of the environment, including leadership practices, teacher autonomy, interpersonal relationships, and the availability of resources (Collie et al., 2012). A supportive and inclusive organizational climate fosters teacher collaboration, enhances job satisfaction, and reduces job-related stress.

A positive school climate is also essential for student well-being. A nurturing and well-structured environment encourages emotional safety, motivation, and engagement in students (Roeser et al., 2012). Conversely, a toxic or unsupportive climate can exacerbate stress among both teachers

and students, diminishing academic achievement and personal growth (Grayson & Alvarez, 2008).

In their study, Hoy and Woolfolk (1993) identified that schools with clear communication, strong leadership, and emotional support for teachers tend to have lower rates of burnout and higher levels of job satisfaction. For students, a positive climate improves mental health, reduces anxiety, and fosters a stronger sense of belonging (Zullig et al., 2010).

PSYCHOLOGICAL RESILIENCE IN TEACHERS AND STUDENTS

Psychological resilience is the capacity to adapt to stressful situations and bounce back from challenges. In the educational context, resilience is crucial for teachers who face daily pressures from both administrative demands and student behaviors (Gu & Day, 2007). Teachers with higher resilience are more capable of handling the challenges of secondary education and maintaining a positive and motivating classroom atmosphere.

For students, psychological resilience is equally important. It enables them to cope with academic pressures, social dynamics, and personal challenges during their formative years (Masten et al., 2004). Studies show that resilient students are more likely to succeed academically and maintain their well-being despite experiencing adverse circumstances (Luthar et al., 2000).

The development of resilience in both teachers and students can be influenced by organizational climate. Schools that prioritize emotional and psychological support help build resilience, reduce burnout, and foster a positive learning environment (Sammons et al., 2007).

INTERCONNECTEDNESS OF TEACHER AND STUDENT WELL-BEING

The well-being of teachers and students is not an isolated phenomenon but a deeply interconnected one. Teachers' ability to manage stress, maintain work-life balance, and adapt to a school's organizational climate directly affects their capacity to provide a supportive learning environment (Benevene et al., 2019). Simultaneously, students' emotional and academic struggles can feed back into teachers' stress, creating a cyclical relationship between the two.

Research shows that teacher well-being significantly influences student outcomes. When teachers are stressed or burned out, they are less likely to engage students effectively, which can diminish students' academic motivation and emotional well-being (Herman et al., 2020).

Therefore, improving teachers' resilience and work-life balance could have a direct positive impact on student well-being and academic success.

CONCLUSION

Understanding the complex interplay between work-life balance, organizational climate, and psychological resilience is crucial for promoting the well-being of both teachers and students in secondary education. Joshi and Thapliyal (2014) in their many studies related to teachers' and students' well-being, and mental health to school climate advocated that effective policies should aim at creating a supportive and creative school environment, fostering resilience, and improving work-life balance for teachers. This, in turn, will not only enhance teacher well-being but also lead to better student outcomes, both academically and emotionally.

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