

Management of Teacher Psychological Well-Being in the Society 5.0 Era: An International Literature Review

¹⁾Rena Ukhraenah, ²⁾Mada Sutapa

^{1,2)}Educational Management Study Program, Faculty of Education, Yogyakarta State University

*Correspondence Author: renaukhraenah.2025@student.uny.ac.id

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ABSTRACT

This study aims to examine and synthesize international literature on the management of teacher psychological well-being in the Society 5.0 era. A Systematic Literature Review (SLR) was conducted using thematic synthesis, drawing from the ScienceDirect database across two journals, Teaching and Teacher Education and International Journal of Educational Research Open, covering publications from 2022 to 2026. From an initial pool of 1,039 articles, 45 met the inclusion criteria and were systematically analysed. The findings reveal three main results. First, international publication trends show significant growth, with the sharpest acceleration occurring in 2025–2026, predominantly from European contexts, while Southeast Asian representation remains limited. Second, five dominant factors influencing teacher psychological well-being were identified: burnout and emotional exhaustion, resilience and self-regulation, emotional regulation and motivation, technostress and digital competence, and fulfilment of basic psychological needs. Third, four evidence-based management strategies proved effective: transformational and supportive leadership, structured school-based interventions, collaborative organizational culture, and evidence-based educational policy. This study contributes a synthesized framework integrating educational management perspectives with Society 5.0 demands.

ABSTRAK

Penelitian ini bertujuan mengkaji dan mensintesis literatur internasional mengenai manajemen kesejahteraan psikologis guru di era Society 5.0. Metode yang digunakan adalah Systematic Literature Review (SLR) dengan teknik thematic synthesis, bersumber dari database ScienceDirect pada jurnal Teaching and Teacher Education dan International Journal of Educational Research Open, rentang tahun 2022–2026. Dari 1.039 artikel yang ditemukan, sebanyak 45 artikel memenuhi kriteria inklusi dan dianalisis secara sistematis. Hasil penelitian menunjukkan tiga temuan utama. Pertama, tren publikasi internasional meningkat signifikan dengan akselerasi terbesar pada 2025–2026, didominasi penelitian dari kawasan Eropa dengan representasi Asia Tenggara yang masih sangat terbatas. Kedua, lima faktor dominan yang memengaruhi kesejahteraan psikologis guru adalah burnout dan kelelahan emosional, resiliensi dan regulasi diri, regulasi emosi dan motivasi, technostress dan kompetensi digital, serta pemenuhan kebutuhan dasar psikologis. Ketiga, strategi manajemen yang terbukti efektif mencakup kepemimpinan transformasional dan suportif, intervensi terstruktur berbasis sekolah, budaya organisasi kolaboratif, dan kebijakan pendidikan berbasis bukti. Penelitian ini berkontribusi dalam menghasilkan kerangka sintesis yang mengintegrasikan perspektif manajemen pendidikan dengan tuntutan Society 5.0.

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✉ Corresponding Author: (1) Rena Ukhraenah, (2) Department of Educational Management Study Program, (3) Institution of Yogyakarta State University, (4) Yogyakarta, Indonesia, (5) Email: renaukhraenah.2025@student.uny.ac.id

1. Introduction

The Society 5.0 era is defined as an interaction between humans and technology through the convergence of virtual and physical spaces, with the primary goal of aligning economic progress with social well-being [1]. Technology is therefore used not only to improve production efficiency but also to enhance quality of life and strengthen the values of inclusiveness, ethics, and sustainability. This concept is disrupting the field of education by requiring teachers to transform from information providers into mentors and technology facilitators [2]. Consequently, teachers have an increasingly strategic role in guiding digital integration so that it remains human-centered while maintaining the well-being of the school ecosystem.

Teachers are one of the important factors in student success. To function optimally in this fast-paced and complex era, teachers need strong psychological well-being. According to the [3], teachers and school leaders whose well-being is maintained tend to report stronger work motivation and greater commitment to remaining in their profession. [4] showed that job satisfaction is associated with teacher retention. When teachers are mentally and physically healthy, this can influence their job satisfaction.

Teacher well-being is currently threatened by the growing complexity of professional demands. Excessive administrative workloads in the Merdeka Curriculum, ranging from reports and documentation to mandatory workshops and training, have reduced teachers' focus on their primary task of teaching. In addition, rapid technological adaptation increases psychological pressure because teachers must integrate digital devices while maintaining the quality of learning. Increasing pressure from parents and society regarding student learning outcomes further worsens teachers' mental condition, leading to emotional exhaustion that affects motivation and teaching effectiveness. Teachers' workloads and long working hours are associated with increased workload stress and reduced workplace well-being [5]. Technology integration without adequate organizational support may trigger technostress and digital burnout among teachers. Work environments characterized by high demands and inadequate resources can increase psychological pressure and the risk of burnout ([6], [7]. Persistent technostress can also negatively affect psychological well-being and trigger burnout, which is characterized, among other things, by emotional exhaustion [6].

[8] emphasized the importance of understanding teacher well-being comprehensively by considering working conditions at the system and school levels and their relationship with teaching practices and student well-being. The OECD study emphasizes individual aspects such as self-efficacy and low stress, but it rarely integrates teacher well-being with school ecosystem factors such as visionary leadership or digital collaboration within the Society 5.0 framework. Global research on teacher well-being increased during and after the COVID-19 pandemic. [9] showed that most studies published from 2020 to early 2024 still used quantitative approaches, particularly surveys, while qualitative and mixed-methods studies remained relatively limited. Recent findings indicate that visionary principal

leadership plays a role in promoting instructional innovation through teacher well-being and collaboration as psychological and organizational mechanisms [10]. In addition, [11] showed that teacher well-being is associated with various positive outcomes, including teacher retention and student outcomes. However, causal evidence regarding these relationships remains limited, so further research is needed to understand how teacher well-being can be systematically integrated into school culture and management. Therefore, a systematic literature review is needed to map global research developments, identify the dominant factors affecting teacher psychological well-being, and synthesize effective management and leadership strategies for supporting teacher well-being in the Society 5.0 era.

Building on this urgency and the gaps in the literature, this study aimed to comprehensively examine and synthesize recent international literature on the management of teacher psychological well-being in the Society 5.0 era. The findings of this literature review were expected to provide strategic guidance, particularly for school management and policymakers, in designing more supportive work systems. Specifically, this systematic review was directed at answering the following three research questions (RQ): (1) What are the trends in international publications on teacher psychological well-being in the Society 5.0 era over the past five years (2022–2026)? (2) Which factors most strongly affect teacher psychological well-being amid the disruption of Society 5.0? and (3) Which management and leadership strategies have been shown to be effective in improving educator well-being based on recent literature?

2. Research Methods

This study used a Systematic Literature Review (SLR) approach, a research method conducted systematically to identify, select, evaluate, and synthesize findings from studies relevant to the topic under investigation [12]. This approach was selected because it has proven effective for comprehensively mapping the development of knowledge in a field, as demonstrated by [13], who identified research trends and hotspots in school improvement from 596 articles spanning more than a century. SLR also allows researchers to identify research gaps and present a methodologically accountable synthesis of scientific evidence. The focus of this review was the management of teacher psychological well-being in the context of the Society 5.0 era based on international publications indexed in reputable databases.

The data sources in this study were scientific articles obtained from the international ScienceDirect database. The literature search used the following combination of keywords: “teacher well-being” OR “teacher welfare” AND “Society 5.0”. These keywords were selected because of their relevance to the main variables of the study, namely teacher psychological well-being and the context of digital transformation in the Society 5.0 era. The initial search yielded 1,039 articles across all publication categories available in the database.

The article selection process was conducted in stages by applying a set of inclusion and exclusion criteria. The inclusion criteria were: (1) open-access articles so that full texts were

available for analysis; (2) articles written in English to ensure consistency in data extraction; (3) articles published between 2021 and 2026 to ensure the currency of the findings reviewed; (4) research articles, excluding editorials, opinion pieces, and conference papers; and (5) articles published in two reputable international journals specifically focused on teacher education, namely Teaching and Teacher Education and International Journal of Educational Research Open. These two journals were selected because of their close thematic relevance to the research focus and their international reputation in the field of education.

Applying the inclusion criteria sequentially resulted in a substantial reduction in the number of articles. After filtering by open-access status, 397 articles remained, which decreased to 396 after applying the English-language filter. Filtering by the 2022–2026 publication period yielded 361 articles, and restricting the results to research articles left 318 articles. The subsequent filter based on relevant publication journals produced 103 articles. The entire selection process was visualized in the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) flow diagram, as presented in Figure 1.

Of the 103 articles that met the administrative inclusion criteria, further eligibility assessment was conducted through an in-depth reading of the titles and abstracts. The assessment considered the substantive relevance of each article to the main theme of the study, namely the management of teacher psychological well-being in relation to educational transformation in the digital and Society 5.0 era. Articles that lacked substantive relevance to the topic were excluded at this stage. A total of 58 articles were excluded because they did not meet the topic-relevance criteria, leaving a final total of 45 articles as the data sources for this study. These 45 articles were then analyzed systematically to identify major themes, empirical findings, and practical implications related to the management of teacher psychological well-being in the Society 5.0 era.

The data were analyzed using thematic synthesis [14], which involved identifying recurring themes emerging from the synthesis across articles. Each article was read in full to extract information related to: (1) the definition and conceptualization of teacher well-being used; (2) factors influencing teacher psychological well-being; (3) management approaches or interventions implemented; and (4) the implementation context within technology-based education or the Society 5.0 era. The findings were synthesized narratively by integrating perspectives that complemented or contradicted one another across studies to produce a comprehensive account of knowledge development in this field.

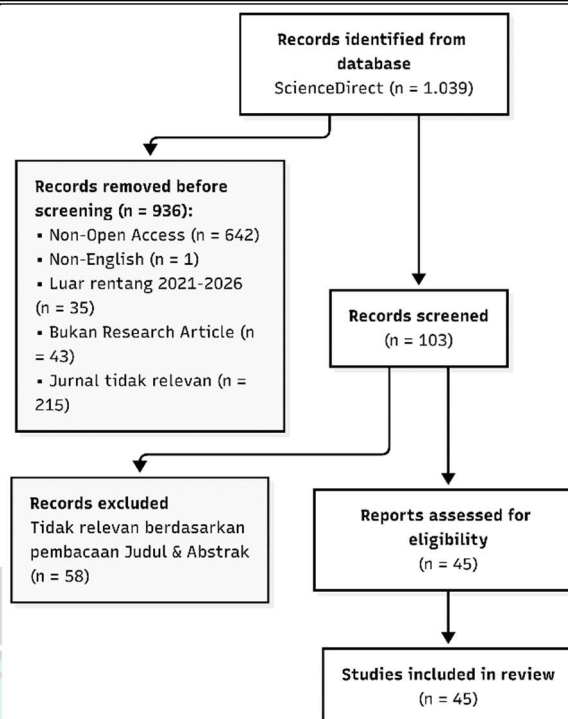


Figure 1. PRISMA Flow Diagram of the Study Selection Process in the Systematic Literature Review

3. Results and Discussion

3.1. International Publication Trends in Teacher Psychological Well-Being (2022–2026)

Analysis of the 45 articles that met the inclusion criteria showed a progressively increasing publication pattern from 2022 to 2026. The distribution of articles by publication year is presented in Table 1.

Table 1. Distribution of Articles by Publication Year

Year	Number of Articles	Percentage
2022	3	6,7%
2023	5	11,1%
2024	7	15,6%
2025	15	33,3%
2026	15	33,3%
Total	45	100%

Data in Table 1 show that 2022 marked the starting point with 3 articles (6.7%), all discussing the impact of the COVID-19 pandemic on teacher well-being, particularly the need for work-life balance, teaching interaction, and school management support [15]. In 2023, the number of articles increased to 5 (11.1%), with more diverse themes, including the effectiveness of school-based mental health interventions that were shown to improve teacher well-being and resilience [16]. In 2024, there was a significant increase to 7 articles (15.6%), accompanied by more complex methodologies, such as the use of artificial neural

networks (ANN) to predict teacher resilience with 86.7% accuracy, as well as emphasis on age, gender, social stress, and personal accomplishment as key determinants of resilience [17]. Publication volume peaked in 2025 and 2026, with 15 articles each (33.3%), indicating the consolidation of teacher well-being research as a mature scientific agenda aligned with the development of Society 5.0. Studies also began to emphasize the importance of digital pedagogical competence in supporting teacher health and professional development in the post-pandemic period [18]. Overall, this trend indicates consistent cumulative growth, from 3 articles in 2022 to a total of 45 articles by the end of the review period, with the greatest acceleration occurring in 2025–2026.

Table 2. Distribution of Articles by Country/Research Region

Region	Countries	Number of Articles
Europe	Germany, Finland, Italy, Romania, Spain, Slovenia, Portugal, Malta, Switzerland, Austria, the Netherlands, Ireland	22
Asia	Japan, Taiwan, China, Hong Kong, Iran, Israel, UAE	9
Americas	Canada, United States, Colombia, Chile, Argentina, Mexico, Brazil, India	8
Oceania	Australia, New Zealand	3
Other	Multi-country	2
Southeast Asia	Indonesia	1
Total		45

Table 2 shows the dominance of research from Europe (22 articles, 48.9%), followed by Asia (9 articles, 20%) and the Americas (8 articles, 17.8%). Southeast Asian representation was limited to one article from Indonesia. Nawas et al. (2025, p. 1) reported that teacher certification positively affected teacher job satisfaction ($\beta = 0.45$) and negatively affected students' learning anxiety ($\beta = -0.11$). Teacher effectiveness, collaboration, and motivation had indirect effects on achievement. This geographical imbalance indicates a significant representational gap in the international literature.

In addition to geographical distribution, the analysis of the 45 articles also covered the distribution of research methods and theoretical frameworks used, as presented in Tables 3 and 4.

Table 3. Distribution of Articles by Research Method

Method	Number	Percentage
Quantitative (survey, SEM, multilevel)	22	48.9%
Mixed Methods	8	17.8%
Qualitative	7	15.6%
Longitudinal/Panel	5	11.1%
Systematic Review	2	4.4%
Quasi-Experimental	1	2.2%
Total	45	100%

Table 4. Distribution of Articles by Main Theoretical Framework

Theory	Frequency of Use
Job Demands-Resources (JD-R)	14 articles
Self-Determination Theory (SDT)	9 articles
Transactional Stress-Coping Model	7 articles
Emotional Labour Theory	6 articles
Positive Psychology / VIA	5 articles
Maslach Burnout Model	5 articles
Career Sustainability Framework	2 articles
Other (TPACK, Attribution Theory, etc.)	8 articles

Tables 3 and 4 show that quantitative approaches dominated (48.9%), while Job Demands-Resources Theory was the most frequently used theoretical framework (14 articles). Holmström et al. (2023, p. 1) demonstrated how JD-R can be used to explain variables affecting teacher well-being. Their study found that teachers with high self-efficacy and strong interprofessional collaboration had more engaged profiles and lower levels of exhaustion. In a global systematic review, Munezero et al. (2026, p. 1) concluded that teacher resilience is a multidimensional construct comprising 25 dimensions across personal, psychological, professional, social, and adaptive domains.

3.2. Dominant Factors Affecting Teacher Psychological Well-Being

Synthesis of the 45 articles identified five dominant factors affecting teacher psychological well-being in the Society 5.0 era, as presented in Table 5.

Table 5. Dominant Factors of Teacher Psychological Well-Being Based on Frequency of Occurrence in the Literature

No.	Dominant Factor	Frequency	Representative Articles
1	Burnout & Emotional Exhaustion	18 articles	
2	Resilience & Self-Regulation	14 articles	
3	Emotional Regulation & Motivation	13 articles	
4	Technostress & Digital Competence	11 articles	
5	Basic Psychological Needs & Motivation	10 articles	

Burnout and emotional exhaustion were the dominant issues among teacher educators, appearing in 18 (40%) of the reviewed articles. The main triggers included administrative workload, lack of control, accreditation demands, anxiety, feelings of being undervalued, and job insecurity [19], [20] [15]. Organizational commitment and social support from colleagues were found to act as protective factors that can reduce burnout and increase job satisfaction [19], [21]. In addition, effective coping strategies and self-efficacy in online teaching contributed to lower burnout and technostress, particularly among older teachers who tend to be more vulnerable [22]. Cynicism as a component of burnout also negatively affected student engagement in the classroom, while teaching enthusiasm among novice teachers improved teaching quality and work engagement [23], [24]. Thus, burnout

represents a multidimensional psychological threat with systemic effects on both teachers and students.

Resilience and self-regulation were reported in 31.1% of the reviewed articles. Teacher resilience is a multidimensional construct formed through interactions between individual factors, such as personality and coping strategies, and contextual factors, such as colleague support and school culture [25]. Four main pillars of resilience expressed through teachers' figurative language include commitment, agency, social relationships, and self-awareness, confirming that resilience is a social phenomenon manifested in everyday narratives (Peel et al., 2023, p. 1). Cognitive self-regulation training was shown to increase leisure-time satisfaction and reduce emotional exhaustion among novice teachers, indicating that this capacity can be developed through intervention [26]. In extreme situations such as war, resilience can still be maintained through problem-focused and emotion-focused coping strategies, with professional responsibility and teaching happiness serving as key protective factors) [27]. In addition, teacher resilience was negatively associated with stress, emotional exhaustion, and depersonalization, while personal accomplishment emerged as the strongest predictor of resilience based on an artificial neural network analysis [17]. Overall, these findings underscore the importance of strengthening resilience and self-regulation as preventive efforts to reduce stress and burnout among teachers while improving their well-being and professional performance.

Eleven articles (24.4%) reported technostress and digital competence as factors. Teacher identity underwent substantial change during the transition to digital learning, resulting in three main categories: Digital Adapter, Digital Barrier, and Digital Ambivalent. Teachers' ability to manage their identities influenced successful psychological and professional adjustment during the adaptation process [18]. TPACK-based teacher professional development improved teachers' digital competence, work well-being, and digital self-efficacy while reducing emotional exhaustion among participating teachers [18]. To maintain students' psychological well-being during emergency remote learning, educators identified three important conditions: clear work structures, adequate digital facilities, and social support from school management [15]. Overall, the five dominant factors had different effects on dimensions of teacher well-being, both negative and positive when managed appropriately, as summarized in Table 6.

Table 6. Effects of Dominant Factors on Dimensions of Teacher Well-Being

Factor	Negative Impact	Positive Impact (if managed)
Burnout	Emotional exhaustion, cynicism, PTSD	—
Low resilience	Giving up easily, high turnover	High resilience → adaptation & retention
Surface acting	Increased emotional exhaustion	Deep acting → increased job satisfaction
Technostress	Digital burnout, unstable identity	Digital competence → increased self-

Unmet needs	Burnout, intention to leave the profession	efficacy Need fulfillment → increased engagement
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3.3. Effective Management and Leadership Strategies

The literature synthesis produced four clusters of management strategies that were shown to be effective in improving teacher psychological well-being, as presented in Table 7.

Table 7. Teacher Well-Being Management Strategies Based on the Literature

No.	Strategy Cluster	Frequency	Key Articles
1	Transformational & Supportive Leadership	16 articles	
2	Structured School-Based Interventions	12 articles	
3	Collaborative Organizational Culture	10 articles	
4	Evidence-Based Educational Policy	9 articles	

The transformational and supportive leadership cluster emerged as the most dominant strategy in 35.6% of the reviewed articles. Leadership that supports autonomy, builds positive relationships with colleagues and students, and provides individual support through an inspiring vision and intellectual stimulation functions as a job resource that strengthens teachers' autonomous motivation. Autonomous motivation is associated with stronger organizational commitment and lower emotional exhaustion [28]. In addition, trusting relationships among teachers, school principals, and colleagues were shown causally to improve teachers' subjective well-being and work engagement while reducing depressive symptoms. Trust among colleagues also acts as a protective factor, reducing the negative effects of overtime on teacher well-being [29].

The structured school-based intervention cluster appeared in 26.7% of the analyzed articles. School-based mental health workshops were shown to significantly improve teachers' well-being, recovery, resilience, and social connectedness after the pandemic [30], while cognitive self-regulation training reduced emotional exhaustion and increased satisfaction during leisure time [26]. In addition, mindfulness, self-compassion, and cognitive reappraisal were identified as major predictors of occupational health and personal well-being among pre-service teachers, making the early development of social-emotional competencies in teacher education particularly important [31]. Pre-service teachers also reported insufficient preparation for stress management, while stakeholders emphasized the importance of including mindfulness, self-care, effective communication, and social support in teacher education curricula [32].

The collaborative organizational culture cluster appeared in 22.2% of the analyzed articles. Teachers with a “Dominantly Fulfilled” psychological-needs profile showed substantially

higher work engagement and meaning at work, as well as lower levels of burnout and intentions to leave the profession, than teachers with a “Socially Unfulfilled” profile [33]. An important factor in maintaining teacher motivation and psychological health is the availability of spaces for knowledge sharing and informal collaboration, including in digital environments [34].

The fourth cluster, evidence-based educational policy, appeared in 9 articles (20%). Teacher certification increased job satisfaction, self-efficacy, collaborative motivation, and teachers' professional engagement. This had a positive effect by reducing students' learning anxiety and increasing their academic achievement [35]. A total of 93% of educators reported that non-teaching tasks were the main cause of their stress, and 78% reported experiencing exhaustion. These findings indicate that one of the most effective ways to improve teacher well-being is to address the distribution of non-pedagogical tasks at the policy level [36].

As a synthesis of all findings, Table 8 presents a map of the relationships among dominant factors, relevant strategies, and the expected effects of applying these strategies.

Table 8. Summary of the Synthesis Results: Factor–Strategy–Impact Relationship Map

Dominant Factor	Relevant Strategy	Expected Impact
Burnout & Exhaustion	School-based interventions; task redistribution policies	Lower emotional exhaustion; higher job satisfaction
Technostress	TPACK training; digital infrastructure support	Higher digital self-efficacy; lower digital burnout
Low Emotional Regulation	CSR training; mindfulness; SEL	Higher deep acting; lower surface acting
Weak Leadership	Transformational & supportive leadership	Higher autonomous motivation; lower trust
Unmet Basic Needs	Collaborative organizational culture	Higher engagement; lower turnover

3.4. International Publication Trends in Teacher Psychological Well-Being in the Society 5.0 Era

The publication trend findings confirm that teacher psychological well-being has developed from a peripheral topic into a major scientific subject over the past five years, with the highest increase occurring in 2025–2026. This growth pattern is not merely a bibliometric phenomenon but also reflects increasing global pressure on the teaching profession, which has become more complex amid the disruption of Society 5.0.) [37] marked the beginning of a wave of research on the impact of sudden digitalization during the pandemic, emphasizing the urgent need for structured psychological support systems for teachers. These findings are consistent with [30], who showed that the pandemic crisis triggered not only burnout but also post-traumatic stress symptoms among some teachers, thereby

broadening research beyond conventional occupational stress. The 2023–2024 period demonstrated methodological maturity, reflected in the diversification of approaches such as micro-longitudinal studies [38], ANN analysis [17], and cross-national instrument validation (Haldimann et al., 2024), which allowed research questions to become increasingly precise and operational. The dominance of JD-R theory in 14 articles and SDT in 9 articles suggests that the scientific community has reached a degree of consensus regarding the most relevant conceptual frameworks for understanding teacher well-being, namely frameworks that position the balance between demands and resources as a central mechanism. However, geographical inequality remains evident, with Europe accounting for 48.9% of articles while Southeast Asia is represented by only one article from Indonesia, indicating that generalization of these findings to Southeast Asian contexts should be undertaken with considerable caution. By 2025–2026, several studies had begun to emphasize the importance of teacher well-being in the context of digital transformation in education [18], [25]. These studies indicate that teachers' psychological and professional well-being is increasingly viewed as inseparable from the demands of technological adaptation and digital innovation in the Society 5.0 era. Thus, developments in this field mark a shift from a narrow psychological focus toward a more holistic understanding in which teacher well-being is consistently considered in relation to technological change and educational digitalization.

3.5. Dominant Factors Affecting Teacher Psychological Well-Being

The finding that burnout was the most dominant factor (18 articles, 40%) confirms that the greatest psychological threat to teachers in the Society 5.0 era stems from accumulated systemic pressures rather than solely from individual weaknesses. [20] clearly showed that burnout among teacher educators was driven more by structural pressures, such as administrative workload and accreditation demands, than by interactions with students, challenging the long-standing assumption that classroom dynamics are the main source of teacher exhaustion. [19] strengthened this argument by demonstrating that job insecurity and anxiety arising from organizational conditions were more strongly related to burnout than teaching-related factors. This finding directly engages with [39], who found that organizational practices influenced the engagement and health of senior teachers more strongly than demographic factors. Taken together, these studies suggest that systems and organizations, rather than individuals, represent the most important intervention points for addressing teacher exhaustion. The Society 5.0 dimension adds a new layer of complexity to burnout through technostress, as demonstrated by [22], who found that low digital self-efficacy exacerbated burnout through a mediating pathway involving technostress. [24] extended this understanding by finding that teacher cynicism, one dimension of burnout, directly reduced student engagement, demonstrating that teacher burnout is not merely an individual problem but an educational ecosystem problem affecting the entire learning community. As summarized in Table 6, each dominant factor has protective potential when

properly managed. Untreated burnout can lead to PTSD, whereas technostress addressed through digital training can improve teacher self-efficacy.

Findings on resilience as the second most important protective factor (14 articles, 31.1%) provide a constructive and solution-oriented perspective. [25], through a systematic review of 52 studies, demonstrated that resilience is not a static innate capacity but a multidimensional construct that can be developed through systematic interventions. This finding is productively aligned with [26], who experimentally demonstrated that eight hours of cognitive self-regulation training was sufficient to significantly reduce emotional exhaustion, confirming that resilience is a trainable skill. [40] emphasized the importance of the narrative dimension, namely how teachers frame their experiences through figurative language that not only reflects but also strengthens resilience capacity. The implication is that narrative- and reflection-based interventions should also be considered as strategies for developing resilience. This argument is reinforced by [17], who found that personal accomplishment was the strongest predictor of resilience, suggesting that management systems that actively recognize and celebrate teachers' achievements can directly contribute to stronger resilience.

The finding that technostress was the fourth factor (11 articles, 24.4%) represents the most context-specific contribution of this study in responding to the particular challenges of Society 5.0. [18] showed that unreadiness for digital transformation is related not only to technical skills but also to a deeper professional identity crisis, thereby extending the understanding of technostress from a skills dimension to a psychological-existential dimension. [18] provided a solution-oriented response by demonstrating that TPACK-based training can simultaneously improve digital competence and work well-being, indicating that investment in digital professional development is also an investment in teachers' psychological well-being. This finding is consistent with [37], who emphasized that infrastructure support and clear work structures are basic teacher needs in the face of digitalization. Thus, technostress cannot be addressed solely through individual training without systemic improvements in infrastructure and work organization.

The fifth factor, basic psychological needs (10 articles, 22.2%), provides the most fundamental theoretical foundation. [33] demonstrated through Latent Profile Analysis that teachers' profiles of basic-need fulfillment, namely autonomy, competence, and relatedness, strongly predict not only momentary well-being but also long-term career sustainability. [41] complemented these findings by showing that the type of teacher motivation determines the pathway to job satisfaction, with intrinsic motivation serving as the strongest foundation and the most protective factor against stress. [42], in their Positive Teacher Development Model, integrated these perspectives by demonstrating that the interplay among internal assets, external assets, and social relationships creates a self-fulfillment environment that systematically sustains teacher well-being from the inside out. [35], from the Indonesian context, added a policy dimension by demonstrating that policy instruments such as teacher certification can act as catalysts that simultaneously

strengthen intrinsic motivation, self-efficacy, and teacher collaboration, confirming that well-designed policies can address the most fundamental psychological dimensions of teacher well-being.

3.6. Effective Management and Leadership Strategies

Findings that positioned transformational and supportive leadership as the most dominant strategy cluster (16 articles, 35.6%) reinforce the central position of educational leadership in teacher well-being management. [28] demonstrated through the SDT and JD-R frameworks that autonomy-supportive leadership is not merely a management style but a causal mechanism that activates teachers' intrinsic motivation and directly reduces emotional exhaustion. [43] complemented these findings by demonstrating the specific effects of transformational leadership on early-career teachers, the group most vulnerable to early burnout and most in need of active leadership support. [44] added a new causal pathway by showing that supportive leadership operates through increases in teachers' perceived social-emotional competence (PSEC), which subsequently improves vitality and engagement. Thus, effective leadership affects well-being directly while also building teachers' psychological capacity sustainably. [29] further showed that leadership that builds trust can function as a buffer against the negative effects of excessive workload, indicating that the quality of leadership relationships has a protective psychological function beyond ordinary managerial roles.

The school-based intervention cluster (12 articles, 26.7%) provides the most directly operationalizable empirical evidence for education practitioners. [30] provided strong evidence that school-based mental health workshops significantly improved well-being, resilience, and social connectedness, demonstrating that systematically designed interventions can produce measurable and meaningful effects. [26] added the practical finding that even a short eight-hour intervention can have a significant impact when properly designed, challenging the assumption that teacher well-being programs must be long and expensive. [31] extended the intervention scope to the pre-service stage by demonstrating that integrating mindfulness, self-compassion, and cognitive reappraisal into teacher education programs is a highly cost-effective preventive investment. [32] complemented this argument with evidence showing that pre-service teachers themselves recognize gaps in their preparation for stress management, indicating that reform of teacher education curricula is not merely an academic need but also a response to future educators' directly perceived needs.

The collaborative organizational culture cluster (10 articles, 22.2%) provides the most sustainable long-term perspective. [33] demonstrated that fulfillment of teachers' basic psychological needs within the organizational environment is not simply a matter of comfort but a fundamental determinant of whether teachers remain in or leave the profession. [34] added a finding relevant to the digital era: creating spaces for knowledge sharing and informal interaction, even in online learning contexts, functions as a job resource that sustains teacher motivation and well-being. [45] further enriched this perspective by showing that

a culture that values teachers' virtues contributes to increased engagement and well-being through self-efficacy, indicating that the moral and ethical dimensions of organizational culture also have tangible psychological effects. The relationship among dominant factors, relevant strategies, and expected impacts, as synthesized in Table 8, confirms that teacher well-being management is not a standalone agenda but an integrated system involving individual, organizational, and policy levels.

4. Conclusion

This study successfully synthesized 45 international articles (2022–2026) to answer three research questions concerning the management of teacher psychological well-being in the Society 5.0 era. First, publication trends increased rapidly from 2025 to 2026, dominated by studies from Europe, while publications from Southeast Asia remained limited. This indicates the importance of research grounded in developing-country contexts. Second, five major components affecting teacher well-being were identified: burnout and emotional exhaustion, resilience and self-regulation, emotional regulation and motivation, digital competence and technostress, and fulfillment of basic psychological needs. These findings indicate that technostress may arise from systemic structural pressures and that emotional exhaustion represents a characteristic challenge of the Society 5.0 era. Third, four groups of management strategies were shown to be effective: transformational and supportive leadership, structured school-based interventions, collaborative organizational culture, and evidence-based educational policy.

This study contributes a synthesized framework that comprehensively integrates educational management perspectives with the demands of Society 5.0, confirming that teacher psychological well-being is not an exclusive domain of psychology but also a management object that can be strategically managed. Further longitudinal research grounded in Southeast Asian contexts is strongly needed to deepen and contextualize these findings.

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