



Teacher Well-Being, Work Environment, and Work Motivation: Evidence from a Systematic Literature Review in Educational Management

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<p>Teacher Well-Being</p> <p>Work Environment</p> <p>Work Motivation</p> <p>Systematic Literature Review</p> <p>Education Management</p>	<p><i>Teacher work motivation plays a crucial role in determining educational quality because it is closely associated with teachers' performance, commitment, and engagement in the learning process. However, studies on teacher well-being, work environment, and work motivation have often been conducted separately, resulting in fragmented evidence regarding their interrelationships. Therefore, this study aims to synthesize existing research on the relationships among teacher well-being, work environment, and teacher work motivation through a Systematic Literature Review (SLR). Using PRISMA guidelines, articles published between 2013 and 2025 were systematically identified, screened, and selected from Scopus, ScienceDirect, Google Scholar, and Garuda databases. A total of 36 articles meeting the inclusion criteria were analyzed. The findings reveal that teacher well-being is shaped by financial, psychological, social, and professional factors, while the work environment is influenced by leadership, organizational culture, social relationships, facilities, and organizational support. The synthesis further indicates that teacher well-being and work environment consistently emerge as the two primary determinants of teacher work motivation, both directly and indirectly through job satisfaction and organizational commitment. Studies reviewed also demonstrate that teachers with higher levels of well-being and more supportive work environments tend to exhibit stronger motivation, greater professional commitment, and improved performance. The novelty of this study lies in providing an integrated synthesis that positions teacher well-being and work environment as interconnected factors influencing teacher work motivation within a comprehensive educational management framework. These findings contribute to the development of educational management literature and offer practical implications for policymakers and school leaders in improving educational quality.</i></p>

INTRODUCTION

Education plays a fundamental role in developing high-quality human resources and achieving sustainable educational development. The success of educational institutions is largely determined by teachers, who serve not only as providers of knowledge but also as facilitators, motivators, and agents of change in the learning process. Consequently, teacher work motivation has become an important concern in educational management because it influences teacher performance, commitment, productivity, and the overall quality of education. In this regard, Supriyono (2015) argues that teacher work motivation is a key factor in improving educational quality through its contribution to teacher performance and productivity. Similarly, Liunokas et al. (2024) found that motivated teachers tend to demonstrate better professional performance. Furthermore, Manik et al. (2023) reported that teacher work motivation is closely associated with organizational commitment, indicating its strategic role in achieving educational goals.

Teacher work motivation is influenced by various internal and external factors. Internal factors include psychological conditions, self-efficacy, commitment, and job satisfaction, whereas external factors encompass leadership, organizational support, work environment, and teacher well-being. Among these factors, teacher well-being and work environment have received increasing attention because both directly affect teachers' professional experiences. In this regard, Pramudjono (2015) emphasizes that work motivation significantly influences teachers' commitment to their organizations. In addition, Sutikno (2013) states that motivation serves as an important determinant of teacher productivity. These findings indicate that teacher motivation is shaped by a complex interaction between personal and organizational factors.

The relationship among teacher well-being, work environment, and work motivation can be explained through the Job Demands–Resources (JD-R) Theory proposed by Bakker and Demerouti (2007). According to this theory, employee motivation and well-being are influenced by the balance between job demands and job resources. Job resources such as organizational support, effective leadership, positive social relationships, and adequate working conditions contribute to motivation and well-being, whereas excessive job demands may reduce motivation and increase stress. Within the educational context, teacher well-being and work environment can therefore be understood as essential resources that support teachers' professional engagement and motivation.

Teacher well-being has been widely recognized as an important factor influencing teacher motivation. Teacher well-being encompasses financial, psychological, social, and professional dimensions that shape teachers' experiences in carrying out their responsibilities. In this regard, Assaf and Antoun (2024) found that teacher well-being is closely related to job satisfaction, working conditions, and social relationships within schools. Furthermore, Herrera et al. (2022) reported that organizational support significantly contributes to teachers' perceptions of well-being. In addition, Sun et al. (2022) demonstrated that psychological capital, including optimism and resilience, positively influences teacher well-being. Conversely, Sigursteinsdottir and Rafnsdottir (2022) revealed that excessive work pressure may reduce teacher well-being and increase work-related stress. These findings suggest that teacher well-being is a multidimensional construct shaped by both personal and organizational factors.

The work environment has also been identified as a significant determinant of teacher motivation and well-being. A supportive work environment includes effective leadership, constructive social relationships, positive organizational culture, and adequate

facilities. In this regard, Yin et al. (2016) explain that teachers' work experiences are influenced by the balance between job demands and available job resources. Furthermore, Nugraheni et al. (2022) found that the work environment contributes to teacher motivation through organizational mechanisms. Similarly, Luturkey and Yugopuspito (2022) reported that conducive working conditions significantly enhance teacher work motivation. Recent educational developments have also expanded the concept of work environment beyond physical settings. In this regard, Marsofiyati et al. (2024) emphasize that collaborative learning environments can increase teacher engagement and participation. Likewise, Nguyen and Tran (2025) argue that technology-based educational environments contribute to improving creativity and educational quality.

Previous studies consistently indicate that teacher well-being and work environment are associated with teacher work motivation. In this regard, Indrawan et al. (2025) found that teacher certification, as a component of teacher well-being, contributes to increased work motivation and professionalism. Furthermore, Capone et al. (2023) reported that organizational conditions influence teachers' satisfaction and motivation. On the other hand, Haldimann et al. (2023) demonstrated that social interactions within schools influence teachers' emotional experiences and perceptions of work. These findings confirm the existence of important relationships among teacher well-being, work environment, and work motivation. However, the findings remain diverse and sometimes inconsistent across different educational settings.

Despite the growing body of literature, several important limitations remain. Most previous studies have examined teacher well-being, work environment, and work motivation separately or focused only on direct relationships between two variables. Studies investigating teacher well-being and motivation often overlook the role of the work environment, while studies examining work environment and motivation frequently pay limited attention to teacher well-being. As a result, a comprehensive understanding of how teacher well-being and work environment jointly contribute to teacher work motivation remains underdeveloped.

The novelty of this study lies in its integrated synthesis of teacher well-being, work environment, and teacher work motivation within a single educational management framework. Unlike previous studies that primarily focused on individual relationships among variables, this study systematically synthesizes evidence from various educational contexts to provide a more comprehensive understanding of the interrelationships among these factors. This approach is expected to strengthen the theoretical foundation of educational management and provide broader implications for educational policy and practice.

To address these gaps, this study employs a Systematic Literature Review (SLR) approach to synthesize findings from previous studies concerning teacher well-being, work environment, and teacher work motivation. Specifically, this study seeks to answer the following research questions: (1) How is teacher well-being conceptualized in previous studies? (2) How is the work environment conceptualized in previous studies? and (3) How do teacher well-being and work environment relate to teacher work motivation based on previous research findings? The findings are expected to contribute both theoretically and practically by providing insights for policymakers, school leaders, and educational stakeholders in improving teacher well-being, creating supportive work environments, and strengthening teacher motivation.

METHOD

This study employed a Systematic Literature Review (SLR) approach to identify, evaluate, and synthesize empirical evidence regarding teacher well-being, work environment, and teacher work motivation. The SLR method was selected because it enables the systematic integration of findings from multiple studies, thereby providing a comprehensive understanding of relationships among variables and identifying research gaps. Kitchenham and Charters (2007) define SLR as a structured method for identifying, evaluating, and interpreting relevant research on a particular topic. Similarly, Snyder (2019) emphasizes that systematic reviews contribute to theory development and provide a comprehensive overview of research trends within a field.

This study followed the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines to ensure transparency and methodological rigor throughout the review process. According to Page et al. (2021), PRISMA provides a systematic framework for identifying, screening, assessing, and selecting studies included in literature reviews. The use of PRISMA in this study was intended to improve the validity, reliability, and replicability of the review findings.

The literature search was conducted between January and March 2025 using four databases: Scopus, ScienceDirect, Google Scholar, and Garuda. These databases were selected because they provide broad coverage of educational and management research at both national and international levels. The search process employed Boolean operators and combinations of keywords related to teacher well-being, work environment, and teacher work motivation. The primary search strings included (“teacher well-being” AND “work motivation”), (“teacher well-being” AND “work environment”), (“work environment” AND “teacher motivation”), and (“teacher well-being” AND “work motivation” AND “work environment”). Additional searches were conducted using Indonesian keywords, including “kesejahteraan guru”, “lingkungan kerja guru”, and “motivasi kerja guru”.

The search was limited to articles published between 2013 and 2025 to capture contemporary developments in educational management research. Furthermore, only articles published in English and Indonesian were included because these languages represented the dominant publications available within the selected databases and could be analyzed comprehensively.

To ensure the quality and relevance of the reviewed literature, inclusion and exclusion criteria were established prior to the screening process. Articles were included if they: (1) discussed teacher well-being, work environment, and/or teacher work motivation; (2) employed empirical research methods; (3) were published in peer-reviewed journals; (4) were written in English or Indonesian; and (5) were indexed in Scopus Q1–Q2 or Sinta 1–2 journals.

Articles were excluded if they: (1) were literature reviews, editorials, conference abstracts, or conceptual papers; (2) focused on non-teacher populations; (3) were published in non-indexed journals or lower-quality outlets such as Scopus Q3–Q4 and Sinta 3–6 journals; or (4) contained incomplete information or inaccessible full texts. These criteria were applied to ensure that the synthesis was based on high-quality empirical evidence.

The study selection process followed the PRISMA framework. During the identification stage, 580 articles were retrieved from the selected databases. After duplicate removal, 415 articles remained for screening. The screening process involved reviewing titles and abstracts to determine relevance to the research topic. At this stage, 310 articles

were excluded because they were irrelevant to the research objectives or did not employ empirical methods.

The remaining 105 articles proceeded to the eligibility stage, where full-text assessments were conducted based on the inclusion and exclusion criteria. A total of 69 articles were excluded because they did not meet the established quality standards or lacked sufficient information. As a result, 36 articles were retained for the final qualitative synthesis.

To ensure methodological quality, the selected articles were evaluated using the Joanna Briggs Institute (JBI) Critical Appraisal Checklist. The appraisal focused on research objectives, methodological appropriateness, sampling procedures, data collection techniques, data analysis methods, and the clarity of findings. Only studies meeting the minimum quality standards were included in the final synthesis.

Data extraction was conducted systematically using a structured extraction form. Information recorded from each study included author(s), publication year, country, research design, sample characteristics, variables examined, and key findings. This process facilitated consistency in data management and enabled comparison across studies.

Following data extraction, coding procedures were conducted to classify findings according to major concepts emerging from the literature. The coding process generated three primary categories: teacher well-being, work environment, and teacher work motivation. Subcategories were subsequently developed to capture specific themes within each category.

The study employed a narrative synthesis approach to integrate findings from quantitative, qualitative, and mixed-method studies. Narrative synthesis was selected because it allows researchers to identify patterns, similarities, differences, and relationships among studies without requiring statistical aggregation.

The analysis process consisted of four stages. First, data reduction was conducted by selecting findings relevant to the research objectives. Second, data display involved organizing extracted information into thematic categories. Third, thematic synthesis was performed to identify recurring themes and relationships among teacher well-being, work environment, and teacher work motivation. Finally, conclusions were drawn by interpreting the synthesized findings and identifying implications for educational management theory and practice.

The overall review process is illustrated in the PRISMA flow diagram presented in Figure 1.

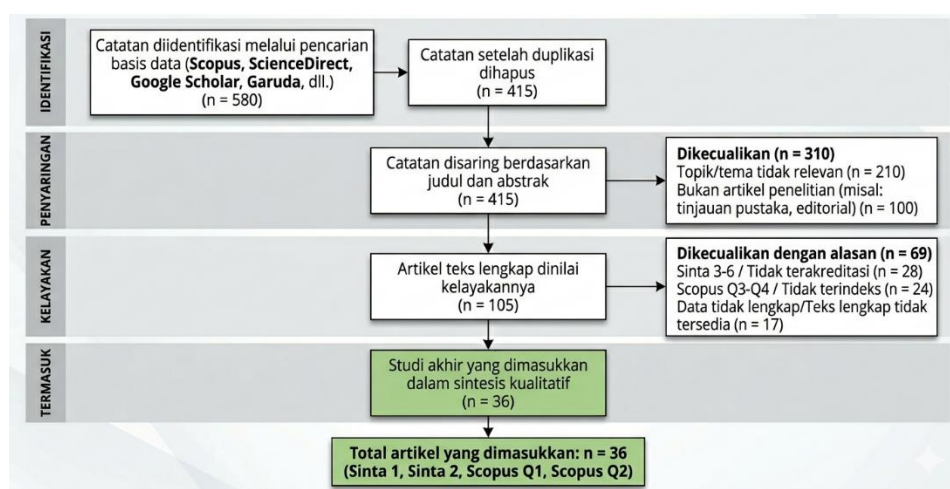


Figure 1. Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) Diagram

RESULT

The results of this systematic literature review are based on the analysis of 36 scientific articles published between 2013 and 2025 that met the predetermined inclusion criteria. The findings are presented using a thematic synthesis approach to identify patterns, trends, similarities, and differences across studies related to teacher well-being, work environment, and teacher work motivation. In addition to describing publication trends and methodological characteristics, this section highlights the dominant findings and conceptual relationships among the reviewed variables.

To facilitate synthesis and presentation, the findings are organized into six themes: (1) characteristics of reviewed studies, (2) teacher well-being, (3) work environment, (4) teacher work motivation, (5) cross-study synthesis of relationships among variables, and (6) conceptual synthesis model. This structure provides a comprehensive understanding of how teacher well-being and work environment contribute to teacher work motivation across different educational contexts.

Characteristics of Reviewed Studies

A total of 36 studies that met the inclusion criteria were included in this systematic literature review. The reviewed studies were published between 2013 and 2025 and examined various aspects of teacher well-being, work environment, and teacher work motivation across different educational settings. The studies were conducted in primary schools, secondary schools, and higher education institutions, reflecting the broad relevance of these variables within educational management research.

The publication trend indicates a growing scholarly interest in teacher well-being, work environment, and teacher work motivation, particularly during the last five years. The increasing number of publications after 2020 suggests that issues related to teacher welfare, workplace conditions, and motivation have become increasingly important within contemporary educational discourse. This trend may also reflect growing concerns regarding teacher performance, professional commitment, and educational quality in rapidly changing educational environments.

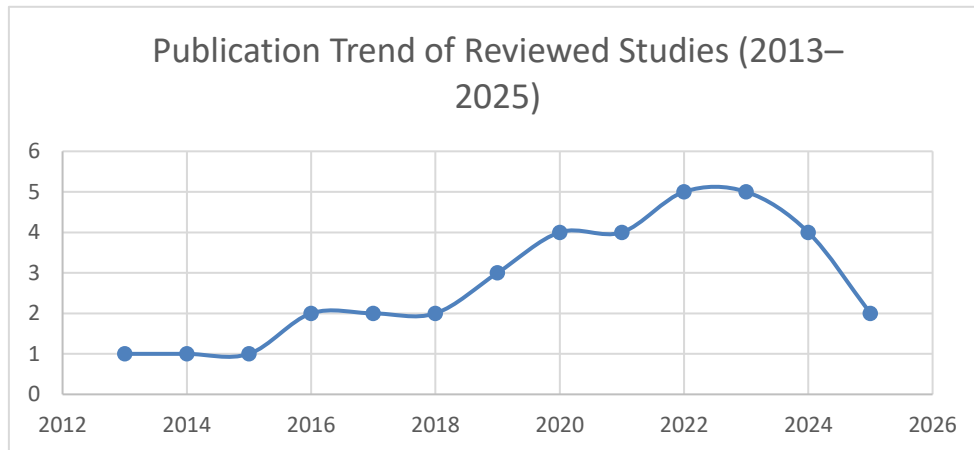


Figure 2. Publication Trend of Reviewed Studies (2013–2025)

Figure 2 illustrates the publication trend of the studies included in this review between 2013 and 2025. The findings indicate a gradual increase in the number of publications over time, with a particularly noticeable rise after 2020. The highest number of publications was recorded in 2022 and 2023, with five studies each. This trend suggests growing scholarly interest in teacher well-being, work environment, and teacher work motivation, reflecting increasing awareness of the importance of teacher welfare and workplace conditions in improving educational quality and professional performance.

The methodological characteristics of the reviewed studies demonstrate the dominance of quantitative approaches. Of the 36 reviewed studies, 26 studies (72.2%) employed quantitative methods, primarily survey and correlational designs, to examine the relationships among teacher well-being, work environment, and teacher work motivation. Meanwhile, 6 studies (16.7%) adopted qualitative approaches to explore teachers' experiences and perceptions in greater depth, and 4 studies (11.1%) utilized mixed-methods designs to combine quantitative and qualitative evidence. These findings indicate that research in this area has predominantly focused on identifying statistical relationships among variables while also recognizing the importance of contextual understanding.

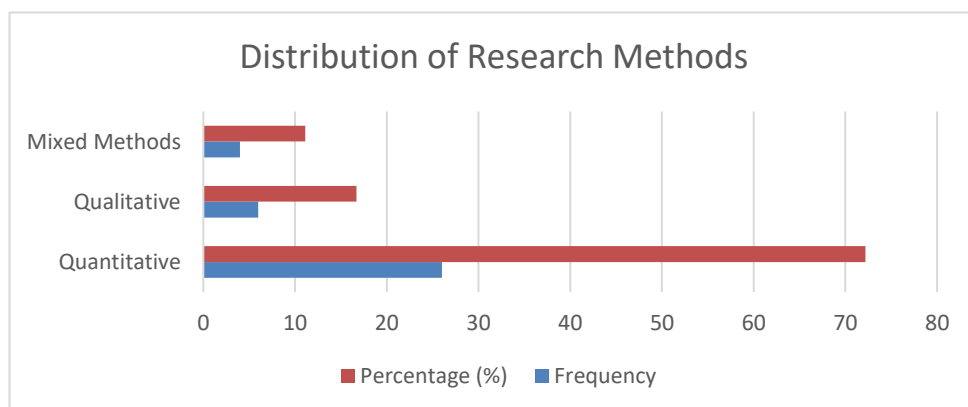


Figure 3. Distribution of Research Methods

Figure 3 presents the distribution of research methods employed in the reviewed studies. The findings indicate that quantitative approaches were the most frequently used, accounting for 26 studies (72.2%). These studies primarily employed survey and correlational designs to examine the relationships among teacher well-being, work environment, and teacher work motivation. In contrast, six studies (16.7%) adopted qualitative approaches to explore teachers' experiences and perceptions in greater depth, while four studies (11.1%) utilized mixed-methods designs to integrate quantitative and qualitative evidence. The dominance of quantitative studies suggests that research in this field has primarily focused on testing relationships among variables, whereas qualitative and mixed-methods studies have contributed contextual and explanatory insights into the phenomena under investigation.

The geographical distribution of the reviewed studies shows that the majority of research was conducted in Indonesia, while several studies originated from other countries in Asia, Europe, and North America. This distribution demonstrates that teacher well-being, work environment, and teacher work motivation are issues of global concern and have attracted attention from researchers in diverse educational contexts. The variation in geographical settings also contributes to a broader understanding of how cultural, organizational, and educational factors may influence the relationships among the reviewed variables.

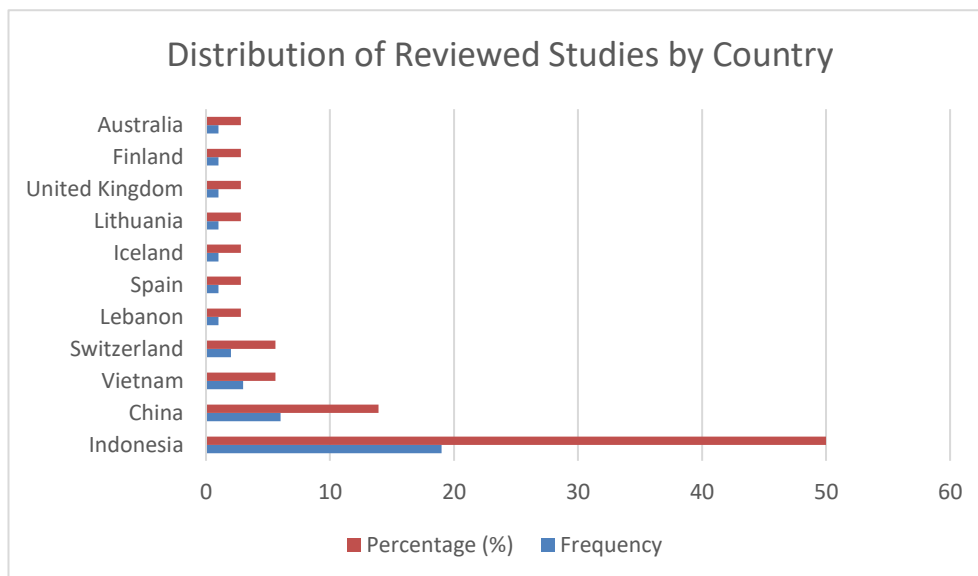


Figure 4. Distribution of Reviewed Studies by Country

Figure 4 presents the geographical distribution of the studies included in this review. The findings indicate that Indonesia contributed the largest proportion of studies, accounting for 18 articles (50.0%) of the reviewed literature. Several studies were also conducted in China, Vietnam, Switzerland, and other countries across Asia and Europe. This distribution demonstrates that teacher well-being, work environment, and teacher work motivation have become topics of international interest within educational management research. Furthermore, the diversity of geographical contexts provides broader evidence

regarding the relationships among these variables across different educational systems and cultural settings.

An examination of the variables investigated in the reviewed studies reveals that teacher work motivation was most frequently positioned as the dependent variable, whereas teacher well-being and work environment commonly functioned as independent variables. Several studies also incorporated mediating and moderating variables, such as job satisfaction, organizational commitment, work engagement, psychological capital, and teacher performance. This pattern indicates that contemporary research increasingly recognizes the complexity of relationships among teacher well-being, work environment, and teacher work motivation.

Overall, the reviewed studies demonstrate substantial diversity in terms of research design, educational setting, geographical location, and analytical focus. Despite these differences, the studies consistently emphasize the importance of teacher well-being and work environment in shaping teacher work motivation. The findings also suggest that these variables have become prominent topics within educational management research and continue to attract increasing scholarly attention.

Teacher Well-Being

Teacher well-being is a central focus in many studies included in this review. Well-being is not limited to financial aspects but also encompasses psychological, social, and professional dimensions that influence teachers' quality of work life. Assaf and Antoun (2024) state that teacher well-being is closely related to job satisfaction, which is influenced by working conditions, social relationships, and compensation.

The findings indicate that teacher well-being is influenced by both internal and external factors. Financial aspects such as salary and allowances play a significant role. Indrawan et al. (2025) show that teacher certification improves motivation and professionalism, highlighting the importance of financial well-being. However, other studies indicate that well-being is also shaped by organizational conditions and work environment (Capone et al., 2023).

Psychological factors also play a crucial role in teacher well-being. Sun et al. (2022) state that psychological capital, including optimism and resilience, positively influences well-being. In contrast, high work pressure can reduce well-being and increase stress (Sigursteinsdottir & Rafnsdottir, 2022). Social relationships within the school environment also contribute to emotional well-being. Haldimann et al. (2023) show that social interactions influence teachers' emotional experiences, while organizational support further strengthens well-being (Herrera et al., 2022).

Work environment conditions also affect teacher well-being. Yin et al. (2016) state that the balance between job demands and job resources influences well-being. In addition, modern work environments characterized by technology and collaboration can enhance teachers' work experiences (Nguyen & Tran, 2025). These findings indicate that teacher well-being is a multidimensional construct shaped by financial, psychological, social, and organizational factors.

Work Environment

The work environment is a critical factor influencing teachers' professional experiences. It includes not only physical aspects such as facilities but also social, psychological, and organizational dimensions. Yin et al. (2016) state that the work

environment can be understood through the balance between job demands and job resources.

Leadership is one of the key components of the work environment. Effective leadership creates a positive working atmosphere, provides clear direction, and enhances teacher engagement. Wijayanto et al. (2021) show that leadership influences motivation through job satisfaction, while Zulkarnaen et al. (2020) emphasize its role in improving performance. Organizational culture also plays an important role in shaping behavior and motivation (Hardianto, 2018).

Social relationships are another important aspect of the work environment. Positive interactions among teachers, students, and school leaders contribute to better emotional experiences and work satisfaction (Haldimann et al., 2023). Physical conditions and facilities also influence teacher performance. García et al. (2021) indicate that inadequate facilities can reduce motivation.

Technological developments have transformed the work environment into a more dynamic and digital space. Nguyen and Tran (2025) highlight the role of technology-based environments, while Marsofiyati et al. (2024) emphasize collaborative learning environments. These findings indicate that the work environment is a complex system that significantly influences teacher performance and motivation.

Teacher Work Motivation

Teacher work motivation is identified as a key variable influencing educational outcomes. Motivation is not only an internal drive but also the result of interactions between internal and external factors. Liunokas et al. (2024) state that motivation significantly influences teacher performance.

The findings show that motivation is influenced by well-being, work environment, leadership, and organizational conditions. Luturkey & Yugopuspito (2022) emphasize the role of the work environment, while Assaf & Antoun (2024) highlight the influence of job satisfaction as part of well-being.

Teacher well-being contributes to motivation by increasing engagement and work enthusiasm. Indrawan et al. (2025) show that certification improves motivation, while psychological conditions such as confidence and resilience also play a role (Sun et al., 2022). The work environment also influences motivation both directly and indirectly. Suriyana et al. (2024) show that motivation acts as a mediating variable between work environment and performance, while social relationships enhance motivation (Haldimann et al., 2023).

Motivation also has a broad impact on educational outcomes. Teachers with high motivation demonstrate stronger commitment, better performance, and greater innovation in teaching. Manik et al. (2023) show that motivation is related to work commitment, while Gustini et al. (2025) highlight its role in enhancing creativity. These findings indicate that teacher work motivation is shaped by a complex interaction of internal and external factors. Teacher well-being and work environment are the two main determinants influencing motivation both directly and indirectly. Therefore, motivation should be understood as part of a broader system in educational management.

DISCUSSION

The findings of this systematic literature review indicate that teacher well-being and work environment are consistently associated with teacher work motivation across different educational contexts. This finding suggests that teacher motivation is not solely determined by individual characteristics but is also influenced by the quality of working

conditions and the availability of organizational support. From the perspective of the Job Demands–Resources (JD-R) Theory, teacher well-being and work environment function as important resources that enable teachers to cope effectively with professional demands and maintain positive engagement in their work. Therefore, motivation should be understood as the result of interactions between personal and organizational factors rather than as an isolated individual attribute.

One of the most important findings of this review is the consistent evidence regarding the positive relationship between teacher well-being and work motivation. Across the reviewed studies, teachers with higher levels of well-being generally demonstrated stronger commitment, engagement, and motivation in carrying out their professional responsibilities. In this regard, Assaf and Antoun (2024) argue that teacher well-being is closely associated with job satisfaction and positive work experiences. Similarly, Manik et al. (2023) report that motivated teachers tend to exhibit stronger organizational commitment. These findings indicate that teacher well-being serves as a foundation that enables teachers to remain engaged and committed to educational goals.

The findings also support the argument that teacher well-being is a multidimensional construct that extends beyond financial aspects. While salary, incentives, and certification programs remain important, psychological and social dimensions also contribute significantly to teachers' professional experiences. In this regard, Indrawan et al. (2025) show that certification contributes to professional motivation and performance improvement. Furthermore, Sun et al. (2022) emphasize the importance of psychological capital, including optimism and resilience, in enhancing teacher well-being. This suggests that teacher motivation can be strengthened not only through financial incentives but also through efforts to improve teachers' psychological and emotional conditions.

Although the reviewed studies generally reported positive relationships between teacher well-being and work motivation, differences emerged regarding the dimensions of well-being considered most influential. Several studies highlighted financial well-being as the primary determinant of motivation, particularly in contexts where teachers face economic challenges. Conversely, other studies emphasized organizational support, psychological resilience, and social relationships as stronger predictors of teacher motivation. In this regard, Herrera et al. (2022) demonstrate that organizational support contributes significantly to perceived well-being, whereas Sun et al. (2022) identify psychological resources as critical factors influencing work experiences. These differences suggest that the determinants of teacher well-being may vary according to educational, cultural, and socioeconomic contexts.

The review further confirms the important role of work environment in shaping teacher motivation. A supportive work environment provides teachers with the resources necessary to perform their duties effectively while reducing work-related stress and uncertainty. In this regard, Yin et al. (2016) explain that work experiences are influenced by the balance between job demands and job resources. This perspective suggests that teachers are more likely to remain motivated when organizational resources are sufficient to meet professional demands.

Leadership emerged as one of the most frequently identified dimensions of work environment influencing teacher motivation. Effective school leadership contributes to a positive organizational climate, encourages participation, and strengthens professional engagement. In this regard, Wijayanto et al. (2021) report that leadership affects teacher motivation through job satisfaction. Likewise, Hardianto (2018) emphasizes the role of

organizational culture in shaping harmonious working relationships and positive professional behavior. These findings indicate that leadership and organizational culture function as critical environmental resources that influence teachers' motivation and commitment.

Despite broad agreement regarding the importance of work environment, the reviewed studies revealed differences concerning which environmental dimensions exert the strongest influence. Some studies emphasized leadership as the dominant factor, whereas others highlighted collegial relationships, organizational culture, or workplace facilities. In this regard, Luturkey and Yugopuspito (2022) demonstrate that supportive working conditions directly enhance motivation, while Haldimann et al. (2023) emphasize the importance of social interactions in shaping teachers' emotional experiences. These differences may reflect variations in educational settings, organizational structures, and cultural expectations across countries and institutions.

An important finding emerging from this review concerns the increasing influence of modern and digital work environments on teacher motivation. Contemporary educational institutions are increasingly characterized by technology integration, online collaboration, and digital communication systems. In this regard, Nguyen and Tran (2025) argue that technology-based educational environments contribute to innovation, flexibility, and professional growth. Similarly, Marsofiyati et al. (2024) emphasize that collaborative learning environments strengthen participation and engagement. These findings suggest that digital transformation has expanded the concept of work environment beyond traditional physical settings.

However, the influence of digital work environments should not be viewed solely as positive. While technology provides opportunities for professional development and collaboration, it may also increase workload, technological demands, and adaptation pressures. Consequently, digital environments may function simultaneously as resources and demands. This finding extends the JD-R perspective by highlighting how technological developments create both opportunities and challenges for teacher motivation in contemporary educational settings.

The synthesis also demonstrates that teacher well-being and work environment are closely interconnected rather than operating independently. A supportive work environment contributes to psychological and social well-being, while higher levels of well-being enable teachers to respond more positively to workplace conditions. In this regard, Herrera et al. (2022) report that organizational support enhances well-being, whereas Sigursteinsdottir and Rafnsdottir (2022) show that unfavorable working conditions may reduce well-being and increase stress. These findings indicate that improvements in teacher motivation require simultaneous attention to both well-being and workplace conditions.

Another important finding concerns the role of mediating variables. Several studies suggest that the effects of teacher well-being and work environment on motivation frequently occur through job satisfaction, organizational commitment, and work engagement. In this regard, Assaf and Antoun (2024) identify job satisfaction as an important mechanism linking well-being and motivation, while Manik et al. (2023) highlight the role of organizational commitment. This finding helps explain why relationships among the reviewed variables are not always direct and why the strength of reported effects varies across studies.

The practical implications of this review are relevant for multiple educational stakeholders. For school principals, the findings highlight the importance of creating

supportive organizational climates through effective leadership, professional support, and collaborative school cultures. For educational managers, the findings emphasize the need to strengthen teacher welfare programs, professional development opportunities, and institutional support systems. For policymakers, the results suggest that teacher motivation can be enhanced through comprehensive policies that address both financial and non-financial dimensions of teacher well-being, including certification programs, mental health support, workload management, and digital capacity development initiatives.

The novelty of this study lies in its integrated synthesis of teacher well-being, work environment, and teacher work motivation within a single educational management framework. Previous studies have generally examined these variables separately or focused on direct relationships between two variables. In contrast, this review demonstrates how teacher well-being and work environment interact and jointly influence teacher motivation through multiple pathways, including job satisfaction, organizational commitment, and work engagement. Furthermore, the study proposes a conceptual synthesis model that provides a more comprehensive understanding of the interrelationships among these variables.

Several limitations should be acknowledged. First, this review was restricted to articles published between 2013 and 2025 and written in English or Indonesian. Second, only studies indexed in Scopus Q1–Q2 and Sinta 1–2 journals were included, potentially excluding relevant evidence from other sources. Third, the study employed narrative synthesis rather than statistical meta-analysis, limiting the ability to estimate effect sizes across studies quantitatively.

Future research should extend this line of inquiry through empirical investigations examining the interactions among teacher well-being, work environment, and teacher motivation in different educational contexts. Meta-analytic studies are also recommended to quantify the magnitude of relationships identified in this review. In addition, comparative studies across countries and educational systems may provide deeper insights into how cultural, organizational, and policy-related factors influence teacher motivation and professional performance.

CONCLUSION

This systematic literature review concludes that teacher well-being and work environment are two interrelated factors that play a fundamental role in shaping teacher work motivation. The synthesis of 36 studies demonstrates that teacher well-being extends beyond financial aspects to include psychological, social, and professional dimensions, while work environment encompasses leadership, organizational culture, social relationships, workplace support, and technological conditions. Together, these factors contribute directly and indirectly to teacher motivation through mechanisms such as job satisfaction, organizational commitment, and work engagement.

The main contribution of this study lies in providing an integrated understanding of the relationships among teacher well-being, work environment, and teacher work motivation within a single educational management framework. The findings indicate that teacher motivation cannot be strengthened through isolated interventions but requires simultaneous efforts to improve teacher well-being and create supportive work environments. This review also highlights the growing importance of modern and digital work environments as emerging factors influencing teachers' professional experiences and motivation.

Future research is recommended to conduct empirical studies examining the interactions among these variables in different educational contexts, as well as meta-analytic investigations to estimate the magnitude of their relationships. Comparative studies across countries and educational systems are also needed to explore the influence of cultural and organizational factors on teacher motivation.

Ultimately, sustainable improvements in educational quality depend not only on teachers' professional competencies but also on their well-being and the quality of the environments in which they work. Therefore, strengthening teacher well-being and creating supportive work environments should become strategic priorities for schools, educational managers, and policymakers seeking to enhance teacher motivation and educational outcomes.

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