

استراتيجيات تحسين الرفاهية النفسية لدى المعلمات في بيئة التعليم: دراسة وصفية استطلاعية

Strategies for Enhancing Psychological Well-Being among Female Teachers in Educational Environments: A Descriptive Exploratory Study

أ. كوثر العبيدانية: معلمة أولى علوم ورياضيات، المديرية العامة للتربية والتعليم بمحافظة ظفار،
سلطنة عمان

أ. د. محمد يوسف: أستاذ دكتور في علم النفس التربوي، جامعة السلطان إدريس، ماليزيا

Kothar AlUbaidani: Senior Teacher of Science and Mathematics, General Directorate of Education and Training in Dhofar Governorate, Sultanate of Oman. Email: kawther101082@gmail.com

Prof. Dr. Muhammed Yusuf: Professor of Educational Psychology, Sultan Idris University, Malaysia. Email: kuanademola@gmail.com

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المخلص:

هدفت الدراسة إلى التعرف على الاستراتيجيات اللازمة لتحسين الرفاهية النفسية لدى المعلمات في بيئة التعليم، مع التركيز على استطلاع آراء بعض المعلمات، ولتحقيق هدف الدراسة فقد تم الاعتماد على المنهج الوصفي، وتوصلت الدراسة إلى مجموعة من النتائج أبرزها: هناك العديد من الاستراتيجيات اللازمة لتحسين الرفاهية النفسية لدى المعلمات في بيئة التعليم، كالبدء بتعزيز الاحترام والتعاون بين زملاء العمل. يمكنك القيام بذلك عن طريق تقديم المساعدة والدعم للآخرين، وتبادل الأفكار والمعرفة، وتكوين علاقات طيبة؛ ويرتبط تحقيق الرفاهية النفسية للمعلمات في بيئة التعليم بواقع رفايتها النفسية في الحياة اليومية وخارج بيئة التعليم، حيث يمكن أن تساعد العلاقات الجيدة على بناء شعور بالانتماء والتقدير.

كما أوصت الدراسة بمجموعة من التوصيات أبرزها: ضرورة جعل من التعلم المستمر عادةً لا غنى عنها في الحياة اليومية للمعلمة؛ والاهتمام ببناء العلاقات الاجتماعية الصحية والاستثمار فيها بشكل منتظم بين المعلمات في بيئة العمل مع بعضهن وحتى مع المجتمع الخارجي بشكل ينعكس إيجاباً على أداء المعلومات داخل بيئة العمل؛ وإدماج المعلمات في حصص الرياضة أو تخصيص حصص رياضة لهن وفق احتياجاتهن، ويمكنها الاستعانة بخبراء رياضة ودعم نفسي لاختيار الألعاب الرياضية التي تناسبهن، ويمكن الاستعانة بأجهزة رياضية إن لزم الأمر، حيث إن ممارسة الرياضة ستعمل على الموازنة بين الضغط الذهني والجسدي لدى المعلمات في بيئة التعليم

الكلمات المفتاحية: الرفاه - رفاه الطلاب - رفاه المعلمين - المعلمون - الطلاب - الصحة النفسية - الانماط النفسية - معلمو المدارس الابتدائية

Abstract:

The study aimed to identify the strategies needed to improve the psychological well-being of female teachers in the educational environment, focusing on surveying the opinions of some female teachers. To achieve the study's goal, the descriptive approach was used, and the study reached a set of results, the most prominent of which are: There are many strategies needed to improve the psychological well-being of female teachers in the educational environment, such as starting with promoting respect and cooperation among colleagues. You can do this by providing assistance and support to others, exchanging ideas and knowledge, and forming good relationships; Achieving the psychological well-being of female teachers in the educational environment is linked to the reality of their psychological well-being in daily life and outside the educational environment, as good relationships can help build a sense of belonging and appreciation.

The study recommended a set of recommendations, the most prominent of which are: the necessity of making continuous learning an indispensable habit in the teacher's daily life; and paying attention to building healthy social relationships and investing in them regularly between female teachers in the work environment with each other and even with the outside community in a way that reflects positively on the performance of information within the work environment; Integrating female teachers into sports classes or allocating sports classes for them according to their needs. They can seek the help of sports experts and psychological support to choose the sports that suit them. Sports equipment can be used if necessary, as practicing sports will balance the mental and physical pressure on female teachers in the educational environment.

Keywords: Well-being – Student Well-being – Teacher Well-being – Teachers – Students – Mental Health – Psychological Patterns – Primary School Teachers

Chapter One: The Methodological Framework of the Study

Introduction:

In recent years, many psychological terms have emerged and been adapted to the educational environment, relating to both teachers and learners. The term "psychological well-being" is one of the modern concepts being discussed, studied, and measured for its impact and relationship with various other factors.

Psychological well-being is a contemporary concept in psychology and is considered one of the key concepts in positive psychology, associated with happiness, satisfaction, and quality living. Some view psychological well-being as synonymous with happiness, life satisfaction, health, quality of life, personal well-being, and self-gratification, which is largely true. It is important to note that psychological well-being constitutes a state made up of balanced positive feelings, moods, and emotions such as contentment, comfort, health, and happiness, along with enjoying good mental and physical health, emotional balance, and achieving personal motives and goals.

Psychological well-being includes understanding and evaluating personal and social well-being as a whole. Thus, individuals who possess well-being exhibit creativity, sustained enthusiasm, optimism, and satisfaction; they are less susceptible to illness and possess confidence and affection, and they also exhibit lower levels of hostility and self-centeredness.

Employee well-being is related to all aspects of work life, such as the type of job, relationships with colleagues, work expectations, and workplace culture. Therefore, institutions today can provide support to maintain the mental and physical health of employees to achieve long-term success and happiness.

Problem of the Study:

In recent years, there has been a pressing need to provide psychological well-being in educational environments, particularly for female teachers, due to its significant role in enhancing their performance and developing their skills in a manner that positively reflects on their students. Consequently, the study's problem revolves around the strategies that can increase the psychological well-being of female teachers within educational environments. The main research question can be presented as follows: How do strategies for improving psychological well-being among female teachers contribute to developing their performance in educational settings?

The main question can be expressed through the following sub-questions:

- What is meant by psychological well-being? How does it align or differ from related terms?
- What are the elements and components of psychological well-being?
- What are the mechanisms and steps for applying psychological well-being?
- What are the strategies for improving psychological well-being among female teachers within educational environments? How do these strategies contribute to enhancing their performance in educational settings?

Study Methodology:

The study relied on a descriptive methodology to track the phenomenon under analysis and understand its results. It also employed personal interviews with a group of teachers working in the educational environment, as indicated in the study title.

Study Objectives:

- To understand the concept of psychological well-being and grasp the implications of related terms.
- To review the elements and components of psychological well-being.
- To comprehend the mechanisms and steps for applying psychological well-being.
- To be informed about strategies to enhance psychological well-being among teachers within the educational environment.
- To recognize how psychological well-being contributes to the development of teachers' performance within the educational environment.

Previous Studies:

There are numerous previous studies that addressed the topics of psychological well-being from various perspectives and for different target groups. A review of many of these studies reveals that the study by (Karzoun, 2024) aimed to identify the role of improving the school environment, whether physical, psychological, or social, in enhancing students' motivation towards the learning process. The study's results showed a positive impact of improving the physical, psychological, and social school environment on students' motivation to learn. The study recommended that schools prioritize creating a positive environment that fosters student motivation and participation through the implementation of strategies that encourage cultural diversity, address stereotypes, and provide tailored educational experiences through digital technologies, which can enhance student satisfaction, academic results, and overall well-being.

The study by (Al-Mansouri and Al-Makki, 2023) aimed to identify the role of educational leadership in supporting teachers' psychological well-

being in inclusive classrooms when using e-learning platforms during the COVID-19 pandemic when teachers were forced to adopt new teaching methods based on distance learning using educational digital platforms to facilitate meaningful learning; this created a type of psychological pressure for teachers in general and for teachers of inclusive education in particular. The researcher employed a systematic review method of previous studies, which is one of the types of literature review used in systematic approaches to gather secondary data. The study included a number of Arab and foreign studies related to the psychological well-being of teachers, using the Barma model for psychological well-being and the role of educational leadership in teachers' psychological well-being, along with deficiencies in using educational platforms in distance learning. The studies indicated that the literature tends to overlook the essential role of the principal in educational leadership as a leader in supporting the psychological and moral well-being of inclusive education teachers, especially during distance learning and the use of modern technologies and platforms.

The study by (Al-Saadi and Assaf, 2023) sought to reveal the relationship between the psychological well-being of Palestinian university students and emotional regulation and positive behavior. The study employed a descriptive methodology and used three scales: the psychological well-being scale (69 items), the positive behavior scale (24 items), and the emotional regulation scale (36 items). The study sample consisted of (350) male and female students from Palestinian universities (Al-Khalil University, Birzeit University, and An-Najah University). The results showed a statistically significant relationship between positive behavior, emotional regulation, and psychological well-being. Additionally, the study's results indicated that the level of positive behavior and emotional regulation significantly contributes to the variance in

psychological well-being among Palestinian university students (published abstract).

The study by (Suleiman, 2022) aimed to determine the levels of both super-excitement styles and executive functions and academic well-being among a sample of academically distinguished students at the Faculty of Education in Qena, consisting of (131) students, with an average age of (21.4) years and a standard deviation of (0.53). The study also aimed to verify the degree of relative contribution of super-excitement styles and executive functions in predicting academic well-being in this sample, in addition to examining the role of executive functions as a moderating variable in the strength of the relationship between super-excitement styles and academic well-being. The study included the following scales: the super-excitement styles scale, the executive functions scale, and the academic well-being scale. The study utilized the descriptive methodology to achieve its objectives. The results indicated a high level among the study sample in all variables except for imaginative excitement, which was average. The study also found that super-excitement styles and executive functions significantly contribute to predicting academic well-being among the study sample. Additionally, executive functions moderated the strength of the relationship and predictive significance between super-excitement styles and academic well-being among the study sample.

The study by (Othman, 2022) aimed to identify the relationships between academic buoyancy, well-being, and self-efficacy. It aimed to develop a model of relationships between academic buoyancy (independent variable), self-efficacy (intermediate variable), and well-being (dependent variable) in a sample of (582) female students at Najran University. It adopted the academic buoyancy scale, well-being scale, and self-efficacy scale as tools for data collection. IBM SPSS v.23 and Amos v.20 were used to analyze the results. The results showed a statistically significant correlation between academic buoyancy, well-being, and self-

efficacy. Moreover, self-efficacy positively affected the relationship between academic buoyancy and well-being.

The study by (Al-Lahham and Al-Adwan, 2022) sought to examine the relationship between perceived self-efficacy and psychological well-being among a sample of students at the University of Jordan. The sample was randomly selected and consisted of (500) male and female students from scientific and humanitarian colleges. The perceived self-efficacy scale and psychological well-being scale were used. After employing the correlational descriptive methodology, the study's results showed that the level of perceived self-efficacy was average. The results also indicated that there was an average level of psychological well-being among students at the University of Jordan. Additionally, the study results indicated a positive correlation between perceived self-efficacy and psychological well-being.

Chapter Two: Conceptual Introduction to Psychological Well-Being and Its Components

Concept of Psychological Well-Being:

Psychological well-being is defined as "a set of behavioral and emotional indicators that reflect high levels of an individual's satisfaction with life in general" (Ryff, 2018).

According to Al-Mansouri and Maki (2023: 29), it is defined as "the psychological performance of individuals and their ability to form, maintain, and develop positive relationships, as well as their ability to accept themselves, achieve independence, and experience personal growth".

Ben Deheim (2022) describes psychological well-being as the feeling of satisfaction with ourselves and the lives we live, encompassing both physical and psychological aspects, which manifests in the individual's enjoyment of a good quality of life. Conversely, mental health

can be defined as the internal and external (community) emotional and psychological interactions that influence how we think, feel, act, and cope with life's stresses, shaping our choices to face pressures and challenges. Mental health is affected by interactions with the external world and can be negatively influenced by challenges or misfortunes we encounter.

The study defines it as "a collection of behaviors and emotions expressed by a person (the teacher in the educational environment) that indicate a clear increase in levels of satisfaction with life, both in general terms and within the educational environment."

Psychological Well-Being and Related Terms:

The term psychological well-being intersects with many similar terms, to the extent that many researchers do not easily differentiate between psychological well-being, mental health, or psychological positivity.

Psychological well-being differs significantly from mental health; however, they are integrally related in important ways that enhance an individual's life quality. Mental health is not the same as mental illness; mental illness is a diagnosed health condition that affects an individual's feelings, thoughts, and behaviors, considered a medical condition like heart diseases. Notably, well-being can coexist with physical illnesses, and it may also be present alongside mental health conditions or even during temporary challenges that negatively affect one's psychological state (Ben Deheim, 2022).

When differentiating between psychological well-being and psychological positivity, it is noted that the important distinction between the two terms is that well-being means the person has the capacity to live in a way they find most suitable. In contrast, positivity may not necessarily indicate the individual has reached a state of well-being, but it is one of the methods and means that help in achieving well-being (Ben Deheim, 2022).

There is a point of convergence between psychological well-being and psychological empowerment, the latter defined as "the extent to which an individual controls their sources of strength, as empowerment is related to the rehabilitation aimed at helping an individual with physical, mental, or sensory disabilities reach their maximum potential in the tasks they perform personally or as a member of an institution or the community they live in" (Al-Dalabhi, 2018: 167).

It is worth noting that psychological well-being is directly related to quality of life, which is defined as "a general positive state in which an individual feels clarity, calmness, serenity, joy, comfort, acceptance, and understanding of themselves as they are, along with academic and social compatibility and interaction" (Jamal, 2016: 9). Quality of life intersects with elements and components of psychological well-being, with Saad (2023: 432) stating that the key indicators of quality of life are as follows: objective indicators; individual participation in social and recreational activities; physical and bodily indicators, reflected in individual satisfaction with their health status; professional indicators, represented by individual satisfaction with their work or profession and their ability to adapt to them and perform the required tasks; and psychological indicators, which consist of the individual's psychological growth and social and cognitive competence.

Elements and Components of Psychological Well-Being:

For psychological well-being to be established and for us to be able to discuss it, it must be based on several important aspects, referred to as the "Six-Factor Model of Psychological Well-Being." This model is a theory developed by psychologist Carol Ryff to identify six factors that determine an individual's psychological well-being, comfort, and happiness (Ryff, 1989). Psychological well-being encompasses positive relationships with others, personal mastery, autonomy, a sense of purpose

and meaning in life, and personal growth and development. One achieves a state of psychological well-being if they reach a balance affected by challenging and rewarding life events (Dodge, et al., 2012). These factors are as follows:

1. **Self-Acceptance:** This term refers to an individual's acceptance of themselves in entirety; their physical appearance, emotions, and thoughts, as well as viewing themselves positively without pessimism or regret for not achieving any goals or clinging to the past (Ryff, 2014).
2. **Environmental Adaptation or Control:** This term refers to the individual's ability to adapt to their surrounding environment, which includes dealing positively or rationally with difficult situations, leading to self-control under the influence of the environment (Abu Saif, 2022: 630).
3. **Positive Relationships:** This refers to the individual's ability to establish positive relationships with others in their surrounding environment, meaning that adapting to the environment and forming positive relationships includes positively and authentically communicating with others, as well as providing support and collaborating with them during difficult times (Ryan & Deci, 2017).
4. **Self-Regulation:** This term expresses an individual's ability to control and regulate themselves in response to all situations they encounter, emphasizing the importance of social intelligence in making personal decisions and independence in their choices.
5. **Personal Growth (Personal Maturity or Self-Maturity):** This includes physical and cognitive growth through learning from experiences, self-development, and acquiring new skills, as well as learning from others' experiences to avoid the mistakes they made.
6. **Purpose in Life:** An individual recognizes the nature of the purpose behind their life as a human being, including their ability to set clear

life goals and search for meaning in them, striving to be a positive, active human being rather than a burden on society (Ryan & Deci, 2017).

When these aforementioned factors are realized, the individual feels a clear balance in their life, leading to feelings of happiness, satisfaction, and independence, thus achieving a high level of psychological well-being. It is noteworthy that individuals can enhance their psychological well-being by improving their levels in the aforementioned factors, meaning they can enhance their psychological well-being by developing themselves, accepting themselves, building positive relationships with others, and setting goals for their lives.

Mechanisms and Steps for Implementing Employee Psychological Well-Being in Organizations

Many organizations today are focusing on employee psychological well-being, expanding their approach to encompass a comprehensive wellness culture that includes physical, mental, professional, and financial well-being. Investing in psychological well-being directly influences the long-term progress and success of companies. Some organizations now offer expanded benefits such as free psychological counseling sessions or training for leaders and decision-makers on balanced leadership. Below are key pillars that organizations should consider to achieve psychological well-being for employees:

Pillar One: Achieving Physical Well-Being

Physical well-being encompasses various aspects, including exercise, sleep, lifestyle choices, and healthy eating options. Organizations looking for a successful future should emphasize the importance of healthy daily habits to enhance employees' physical well-being. This can include promoting practices that improve individual

physical health, such as limiting prolonged standing, setting clear start and end times for work to ensure sufficient sleep, and scheduling breaks to allow employees to engage in physical activities or have meals at designated times.

Pillar Two: Achieving Professional Well-Being

Due to work pressure, employees may plan to seek new job opportunities, leading to talent migration in search of better prospects. To achieve work-life balance, organizations can implement retention policies that include salary increases, training and development programs, and providing bonuses and perks to help employees cope with immense pressures, thereby maintaining their psychological health stability.

Pillar Three: Achieving Financial Well-Being

Financial resources can be a major cause of psychological stress for employees, making them more likely to seek new job opportunities. Achieving psychological well-being for employees means offering salaries commensurate with working hours, job positions, and workload. Additionally, companies should consider enabling employees to save from their salaries for emergencies to avoid unexpected crises. Providing financial advisors to assist employees in managing their savings and navigating financial crises effectively is also essential.

Pillar Four: Achieving Social Well-Being

Having genuine friendships in both personal and professional life is a key predictor of long-term happiness. Building strong communities in the workplace can foster feelings of energy and achievement. Therefore, organizations should develop plans to help employees cultivate cohesive social relationships at work, especially new employees who may feel lonely or lost in their new environment.

Pillar Five: Achieving Employee Goals

Living a meaningful and purposeful life is essential for improving psychological health. A life lacking purpose can lead to various psychological disorders, the most notable being depression. Organizations should align their values and standards with those of their employees and ensure that their goals are in sync with those of their workforce. Employers should support employees in their life challenges, addressing all aspects of their personal and professional lives.

Pillar Six: Providing Psychological Support

Good mental health enhances employees' work performance, increases productivity, creativity, and focus. Psychological support can be provided through awareness sessions on the importance of mental health or by guiding employees to download specialized mental health apps that aim to provide psychological and health support, helping them cope with various psychological challenges. This way, employees can better handle professional challenges and enjoy life more fully.

Chapter Three: Strategies for Enhancing Psychological Well-Being among Female Teachers in Educational Settings

Improving psychological well-being in the workplace can positively impact overall mental health. Several methods can be adopted to achieve this. It may be beneficial to start by fostering respect and cooperation among colleagues. This can be accomplished by offering assistance and support to others, sharing ideas and knowledge, and building good relationships. Not only does this help enhance an individual's psychological well-being, but it also creates a positive and healthy work environment overall.

In addition, psychological well-being can be improved by promoting a balance between personal life and work. It is essential to have time for rest and relaxation outside the work environment. This can be achieved

by setting time boundaries, avoiding excessive work, and enjoying breaks and recreational activities outside working hours.

The following are key strategies that help enhance the psychological well-being of female teachers:

First: Achieving Psychological Well-Being for Female Teachers in Daily Life and Outside the Educational Environment:

Some believe that a significant aspect of teachers' behavior in educational settings stems from the reflection of the details and circumstances of daily life on the educational environment. In other words, the educational environment is negatively and positively affected by whether or not psychological well-being is available for teachers outside the educational setting. Psychological well-being in daily life can be achieved through several steps. First, focusing on social relationships and communication with others, as good relationships can help build a sense of belonging and appreciation. Second, exercising regularly, as physical activity enhances bodily health and thus improves mental state. Third, learning new skills, as continuous learning promotes mental health and helps achieve goals. Fourth, engaging in charitable work and giving, as these activities enhance feelings of happiness and psychological improvement. Finally, practicing gratitude, self-awareness, and mindfulness, where focusing on the present moment and appreciating what one has contributed to achieving psychological well-being.

Teacher "Azhar Mubarak Abdullah Al-Mufrijjiya" believes that when teachers relax and are granted more well-being, it reflects on their mental comfort, consequently increasing their teaching performance and creativity. This necessitates that the educational environment provides recreational programs that contribute to enhancing the psychological well-being of teachers in educational settings. This not only helps improve performance and productivity but also renews teachers' passion and

boosts their positive energy, leading to new ideas in lesson delivery and fostering creativity and innovation.

Meanwhile, teacher "Malak Muhammad Abdullah Al-Khayariya" believes that a comfortable mental state will reflect on teaching through the diversity of ideas and means during learning. According to teacher "Muzna Rashid Al-Rukiniya," psychological well-being contributes to enhancing the overall mood of teachers, leading to more positive interactions with students and colleagues and increasing motivation and creativity at work. Teacher "Ahlam Hamad Al-Omrani" believes that the level of fatigue among teachers decreases, leading them to feel more positive about the school they work in. This issue results in better outcomes at the individual level for each teacher.

Second: Developing Social Relationships to Contribute to Improving Psychological Well-Being

Social relationships for teachers can be divided into two aspects: the first relates to the teacher's social relationships with her surrounding social environment outside the learning setting, while the second concerns her social relationships with colleagues in the educational environment. There are many commonalities between the two aspects, as both complement each other. Healthy social relationships are crucial for achieving psychological well-being among teachers. Communicating with others and building good relationships contribute to mental happiness and enhancing psychological comfort. When a teacher spends time with friends and family or participates in social activities, she feels a sense of belonging and emotional connection, which improves her mood and reduces feelings of loneliness and isolation.

It is worth noting that building strong social relationships can provide a teacher with the emotional and moral support needed during difficult times. When a teacher feels cared for and appreciated by others, her

self-confidence increases, leading to feelings of happiness and psychological satisfaction. Therefore, it is essential to focus on building healthy social relationships and regularly investing in them.

Teacher "Iman Abd Al-Hamid Abd Al-Malik" believes that social relationships are among the most important topics a teacher should be well-acquainted with since she lives in a school environment that is inherently social. Moreover, the teaching profession requires teachers to be social in order to interact with students, their parents, and the educational staff. She also sees that the more social a teacher is, the easier it is for her to deal with all categories of people.

Third: Engaging in Sports to Improve Psychological Well-Being

When attempting to account for the daily hours of teachers, we find that they spend about 7 hours sleeping, 4 hours in the educational environment, and another 4 hours preparing for the next day. Thus, we notice that teachers spend a significant amount of time in the educational setting, which imposes considerable and palpable pressure on the mental aspect of the teacher. This pressure may negatively affect teachers' mental performance and, subsequently, their job performance in the educational environment. Therefore, it becomes essential to alleviate the mental burden on teachers through physical exertion.

Some argue that regular exercise contributes to enhancing psychological well-being and mental balance among teachers. Physical activity has a positive impact on mental health, improving mood, reducing stress and anxiety, and increasing the release of brain chemicals responsible for happiness and mental comfort. Additionally, engaging in sports improves sleep, enhances concentration and memory, increases energy levels, and boosts self-confidence. Sports also provide an opportunity to relieve daily stress and achieve psychological relaxation.

Teacher "Azhar Mubarak Abdullah Al-Mufrijiya" sees a great necessity for involving teachers in sports activities or contracting with sports clubs due to the importance of this in releasing the pent-up negative energy of teachers. This assists them in returning to their work in the educational environment with enthusiasm and vitality.

Teacher "Afaf Montias Abadir" shares this perspective, viewing sports as a crucial part of releasing negative energy and renewing mental state. Thus, a teacher's engagement in sports leads her to a stage of creativity in the educational environment.

Teacher "Aziza Amer Suhail Al-Mashni" believes that sports scientifically increase the happiness hormone in the body, supporting the need for schools to promote a culture of sports among teachers and collaborate with community institutions specializing in sports, such as sports clubs, and to offer special discounts on memberships for teachers.

Fourth: Self-Development and Continuous Learning to Achieve Psychological Well-Being

If personal growth, personal maturity, or self-maturity is considered one of the factors and components of psychological well-being, then self-development and continuous learning necessarily represent one of the strategies required to enhance the psychological well-being of female teachers in the educational environment. It is noteworthy that the resorting of the educational environment or the teachers themselves to expand their knowledge and develop their skills can improve psychological stability and mental health in general. If teachers care about achieving psychological well-being, continuous learning must be an essential part of their daily routine. Through continuous learning, teachers can enhance their personal and professional skills, which is important for personal growth and development. Additionally, continuous learning can help teachers achieve their goals and attain success in their personal and professional lives,

which has a significant positive impact on the performance of the educational environment itself. The relationship between the teacher as part of the educational environment and the educational environment itself is a complementary one that affects and is affected by each other.

Teacher "Afnan Maher Arfa Bayt Rashid" believes that self-development and continuous learning prepare the teacher for any developments in the field of education, thus making the teacher psychologically comfortable and less anxious about changes. Moreover, self-development and ongoing education enable teachers to achieve psychological well-being in their work environment, as they occupy their time with tasks and activities that enhance their experience and knowledge level, whether in their field or other areas. This leads to a sense of self-satisfaction and a feeling of professional belonging. Consequently, this drives them to increase their productivity and professional advancement. All of this ultimately leads to feelings of comfort, stability, and well-being within the educational environment.

Teacher "Ahlam Hamad Al-Amrani" shares a similar view and is also a proponent of self-development and continuous learning. She believes that this contributes to achieving psychological well-being and is one of the reasons for reaching new heights, providing a sense of satisfaction and comfort for the teacher and increasing her happiness within the professional context. This aspect constitutes one of the entrances to psychological well-being in the educational environment.

Fifth: Volunteering, Giving, and Participation in Charitable Work to Improve Psychological Well-Being

It has been widely noted in ancient literature that a person's participation in volunteering and charitable acts, along with making others happy, can increase their personal happiness. Some believe that participation in volunteer activities significantly impacts achieving

psychological well-being in people's daily lives. When we help others and contribute to charitable work, we can experience peace of mind and psychological happiness stemming from benefiting others and improving their lives. It is important to note that a teacher's feeling of belonging to a larger community and engaging in actions based on noble human values can enhance her psychological well-being and create internal balance.

If a teacher spends about 4 hours a day in the educational environment and an equal amount of time preparing for the next day, she spends about 33% of her day teaching, which may deprive her of opportunities to participate in volunteering and charitable acts. Thus, the educational environment must encourage teachers to engage in volunteer activities, which can be organized as visits to hospitals or elderly homes, participating in cleaning cemeteries or streets, providing iftar meals for fasting individuals, or giving gifts to sanitation workers. This undoubtedly contributes to enhancing citizenship values among both teachers and students.

Teacher "Fawzia Ibrahim Mohammed" believes that participation in charitable work fosters a sense of belonging and social connection among members of the educational environment. Additionally, witnessing the positive impact of charitable work on individuals' lives enhances feelings of happiness, optimism, and improves feelings of achievement and competence, which reflect positively on their psychological health.

Sixth: Continuous Motivation Strategy for Teachers in the Work Environment

Some view continuous motivation activities or processes as a strategy, meaning they are long-term activities in terms of conduct and impact. Motivation is one of the prominent factors that help achieve psychological well-being, as motivation falls within the five basic human needs according to Maslow's hierarchy, which is expressed through self-

esteem. A person cannot continue to contribute in an environment that does not motivate or appreciate them, even if the motivation is symbolic or moral. Naturally, motivation—regardless of its size or symbolism—serves as a driving force for teachers in the educational environment. There is a pressing need to benefit from the experiences of various institutions in motivation. For instance, some institutions establish periodic awards (annual, semi-annual, quarterly, or even monthly) to honor certain employees with the title of "Employee of the Month" or "Employee of the Year." They announce notable activities that the honored individual has accomplished or recognize anyone who authors and publishes a new research paper or book or has completed a new training course.

Teacher "Hakima Mohammed Suhail Al-Omari" agrees that kind words, respectful treatment based on trust, and constructive criticism based on sound principles can contribute to motivating the teacher, thereby enhancing her psychological well-being.

Conclusion and Results:

It has become evident from the context of the study that psychological well-being in the work environment (specifically the educational environment) is an issue that cannot be overlooked. This is due to the fact that psychological well-being reflects on teachers' performance within the educational environment towards students/learners. Therefore, having a high level of psychological well-being among teachers contributes to improving their performance, which, in turn, enhances the institution's prestige and status. The concern for teachers from various aspects is interconnected with their performance.

The study reached a set of results, the most prominent of which are:

- Psychological well-being differs from other related terms such as mental health or positive psychology. However, psychological well-

being constitutes a state formed by balanced feelings, moods, and positive emotions, such as satisfaction, comfort, health, happiness, and enjoying good mental and physical health, emotional balance, and achieving personal motives and goals.

- Psychological well-being includes various elements and components, such as self-acceptance, adaptation to the environment or control over the environment, positive relationships, self-regulation, personal growth (personal maturity), and purpose in life.
- Implementing psychological well-being for employees in institutions involves various mechanisms and steps, such as achieving physical well-being, professional well-being, financial well-being, social well-being, achieving employee goals, and the necessity of providing psychological support.
- There are several strategies necessary to enhance psychological well-being among teachers in the educational environment, such as starting to promote respect and cooperation among colleagues. This can be done by offering assistance and support to others, exchanging ideas and knowledge, and forming good relationships.
- Achieving psychological well-being for teachers in the educational environment is linked to the reality of their psychological well-being in daily life and outside the educational environment, where good relationships can help to build a sense of belonging and appreciation.
- Developing social relationships for teachers contributes to improving their psychological well-being within the educational environment. When a teacher spends time with friends and family or engages in social activities, they feel a sense of belonging and emotional connection, which improves their mood and reduces feelings of loneliness and isolation.

- Engaging in physical activity helps improve the psychological well-being of teachers in the educational environment. Physical activity positively affects mental health, enhances mood, reduces stress and anxiety, and increases the release of brain chemicals responsible for happiness and psychological comfort. Additionally, exercise improves sleep and enhances focus and memory.
- Self-development and continuous learning contribute to achieving psychological well-being among teachers in the educational environment. Through continuous learning, teachers can enhance their personal and professional skills, which is important for personal growth and development.
- Volunteering and participating in charitable work play a significant role in improving the psychological well-being of teachers in the educational environment. The sense of belonging to a larger community and engaging in actions based on noble human values can enhance their psychological well-being and create internal balance.
- Continuous motivation for teachers in the work environment is part of the five basic human needs according to Maslow's hierarchy, which is expressed through self-esteem. Individuals cannot continue to give in an environment that does not motivate or recognize their self-worth, even if the motivation is symbolic or moral.

Recommendations of the Study:

- Continuous learning enhances psychological well-being and achieves happiness and mental stability. Therefore, the educational environment should make continuous learning an indispensable habit in teachers' daily lives.
- It is essential to focus on building healthy social relationships and investing in them regularly among teachers in the work environment

and even with the external community, positively reflecting on performance in the educational environment.

- Organizing various psychological trips is necessary, which can take teachers out of the educational environment and focus on social skills such as emotional intelligence and self-regulation.
- Acknowledging that exercise improves psychological well-being, the educational environment can integrate teachers into sports classes or allocate sports classes for them according to their needs. They can enlist the help of sports experts and psychological support to choose suitable sports activities and provide necessary sports equipment, as engaging in sports will balance mental and physical stress among teachers.
- The educational environment and relevant authorities should enhance self-development and continuous learning for teachers to achieve psychological well-being. This can be done by consulting experts or specialists who conduct needs analysis surveys to identify teachers' needs, taking into account the outputs of relevant Arab and foreign studies and research.
- Recognizing that volunteering, altruism, and participation in charitable work contribute to improving psychological well-being, the educational environment should encourage teachers to participate in volunteer and charitable initiatives. This fosters social responsibility outside the educational environment and makes them more aware of community needs, allowing them to adapt educational programs or activities to meet internal and external needs.
- The educational environment should promote strategies or activities for continuous motivation for teachers in the work environment. Centralization should be minimized, and broader authorities should be granted to departments and divisions within the educational

environment, allowing them to carry out motivational activities without needing to refer to higher administrations. Senior management should ensure the allocation of motivational funds when necessary, and they can also participate in motivational events.

- It is recommended to employ psychological specialists whose primary role is to focus on achieving psychological well-being for teachers within the educational environment.
- It is recommended to conduct field studies to understand the impact of work pressures on psychological well-being and how to overcome them in the educational environment for teachers.

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Personal Interviews

1. Teacher: Ahlam Hamad Al-Omrani, Sultanate of Oman
2. Teacher: Afnan Maher Aref Bayt Rashid, Sultanate of Oman
3. Teacher: Eman Abd Al-Hamid Abd Al-Malik, Sultanate of Oman
4. Teacher: Hakima Muhammad Suhail Al-Amri, Sultanate of Oman
5. Teacher: Aziza Amer Suhail Al-Mashani, Sultanate of Oman
6. Teacher: Afaf Muntias Abadir, Sultanate of Oman
7. Teacher: Alawiya Muhammad Abdullah Al-Kaf, Sultanate of Oman
8. Teacher: Ghada Anwar Muhammad, Sultanate of Oman
9. Teacher: Fawzia Ibrahim Muhammad, Sultanate of Oman
10. Teacher: Muzna Rashid Al-Rakiniya, Sultanate of Oman
11. Teacher: Malak Muhammad Abdullah Al-Khayariya, Sultanate of Oman
12. Teacher: Noura Saad Salem, Sultanate of Oman