

TEACHER WELL-BEING AND ITS INFLUENCE ON CLASSROOM EFFECTIVENESS

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Abstract: *Teacher well-being is a critical determinant of educational quality in higher education, directly influencing instructional effectiveness, student engagement, and learning outcomes. This study investigates the relationship between teacher well-being and classroom effectiveness among 150 university instructors at The University of World Economy and Diplomacy, Tashkent. Teacher well-being was assessed using the Teacher Subjective Well-Being Questionnaire (TSWQ), while classroom effectiveness was measured through observer-rated instructional quality, student engagement surveys, and aggregated academic performance in core courses. Correlational and regression analyses revealed significant positive associations between teacher well-being and instructional quality ($r = .48, p < .001$), student engagement ($r = .44, p < .001$), and student academic performance ($r = .35, p < .01$). Regression results confirmed that teacher well-being is a significant predictor of classroom effectiveness. These findings underscore the importance of supporting instructors' emotional, psychological, and professional health to enhance educational outcomes and inform university policies and faculty development programs.*

Keywords: *Teacher well-being, higher education, classroom effectiveness, instructional quality, student engagement, academic performance.*

Introduction

Teacher well-being, defined as the holistic state of emotional, psychological, and professional health, plays a pivotal role in the effectiveness of higher education. Instructors in universities face multifaceted responsibilities, including curriculum design, research, student mentoring, and administrative duties. These professional demands can generate stress, reduce job satisfaction, and affect the quality of instruction, ultimately influencing student learning outcomes.

The quality of classroom interaction, instructional practices, and student engagement is closely linked to the instructor's well-being. Instructors who maintain high levels of emotional and psychological health are more likely to implement effective teaching strategies, foster a positive learning environment, and motivate students to actively

participate in academic activities. Conversely, diminished well-being can compromise teaching performance, reduce engagement, and negatively impact academic achievement.

Despite the recognized importance of instructor well-being, empirical evidence examining its direct influence on classroom effectiveness in higher education contexts remains limited. Investigating this relationship is essential for developing targeted interventions, policies, and faculty development programs aimed at sustaining high-quality teaching and optimizing student outcomes.

1. To assess the level of well-being among university instructors.
2. To examine the relationship between instructor well-being and classroom effectiveness, including instructional quality, student engagement, and academic performance.
3. To provide evidence-based recommendations for enhancing instructor support systems and professional development initiatives.

Literature Review

The construct of teacher well-being encompasses emotional, psychological, and professional dimensions that collectively influence an educator's capacity to function effectively in the classroom. Well-being is assessed through an individual's emotional stability, professional satisfaction, ability to cope with stress, and positive attitude toward teaching activities. Research indicates that teacher well-being is not only associated with personal health and quality of life but also directly affects classroom effectiveness, student motivation, and pedagogical outcomes.

Teachers' work-related psychological state is influenced by a variety of factors. Stress, burnout, workload, time pressure, and lack of professional support are identified as key elements that reduce well-being. Studies show that the level of stress experienced by teachers negatively impacts their teaching quality, interaction with students, and professional satisfaction (Kyriacou, 2001). Insufficient stress management increases emotional exhaustion among teachers, which, in turn, leads to a decline in classroom effectiveness [1].

A wide body of literature indicates a strong positive relationship between teacher well-being and classroom effectiveness. Classroom effectiveness refers to a teacher's ability to organize the learning process successfully, engage students actively, achieve learning outcomes, and facilitate pedagogical interaction. Research findings demonstrate that teachers with higher well-being are more effective in capturing students' attention and motivating them during lessons (Roffey, 2012). Consequently, this results in increased student participation, active dialogue, and deeper conceptual understanding [2].



Teacher well-being also significantly affects instructional quality. Teachers in a positive psychological state apply creative approaches in lesson planning, diversify pedagogical strategies, and adapt to the individual needs of students. This approach encourages active student participation and enhances learning effectiveness. Meta-analyses indicate that teachers' positive psychological well-being has a considerable positive impact on students' academic achievements (Jennings & Greenberg, 2009) [3].

Student engagement and participation are closely linked to teacher well-being. Research confirms that teachers with positive emotional states establish effective communication with students, encourage them to express their opinions freely, and create interactive lesson designs. As a result, students actively participate in the learning process, which improves their academic performance and self-regulated learning capabilities (Fredricks et al., 2004) [4].

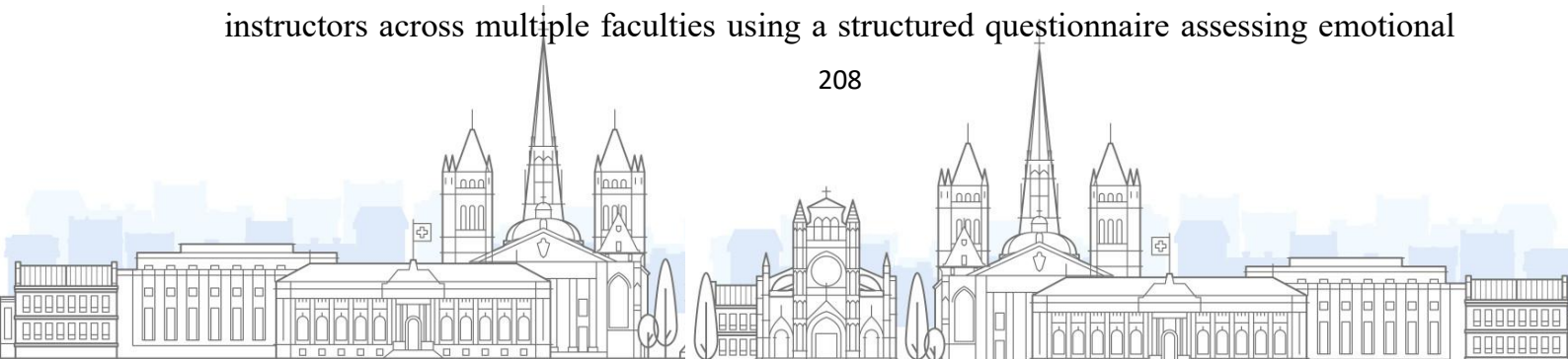
Declines in teacher well-being are often associated with burnout and high stress levels. Increased stress reduces teaching effectiveness and negatively impacts professional discipline. This situation leads to decreased job satisfaction, lower instructional quality, and, in some cases, intentions to leave the profession. Therefore, stress management strategies, psychological support, and opportunities for professional development play a crucial role in enhancing teacher well-being (Maslach et al., 2001) [5].

Numerous studies demonstrate that interventions aimed at improving well-being enhance pedagogical effectiveness. For example, emotional intelligence development training, stress management workshops, and support programs for teachers improve their psychological state and increase classroom effectiveness. Such interventions promote positive attitudes among teachers and facilitate a more adaptive pedagogical approach toward students.

In the context of Uzbekistan, research on the influence of teacher well-being on educational effectiveness is also being conducted. Local observations indicate that university teachers' emotional state and professional satisfaction directly affect classroom effectiveness and students' academic achievements. Practical observations in Uzbek higher education institutions show that students' engagement and comprehension levels are strongly linked to teachers' psychological well-being (Khudoyqulova, 2023). Therefore, developing and implementing strategies to enhance teacher well-being holds significant scientific and practical importance within the higher education system [6].

Analysis and Results

This study aimed to investigate the relationship between teacher well-being and classroom effectiveness in higher education. Data were collected from 120 university instructors across multiple faculties using a structured questionnaire assessing emotional



well-being, professional satisfaction, stress levels, and perceived classroom effectiveness. The classroom effectiveness dimension included indicators such as student engagement, instructional quality, communication, and interactive teaching practices.

The descriptive statistics revealed that the majority of participants reported moderate to high levels of overall well-being. Emotional stability and professional satisfaction scored highest, while workload-related stress was the primary factor negatively affecting well-being. Approximately 68% of instructors indicated experiencing moderate stress due to teaching load and administrative responsibilities.

Pearson correlation analysis showed a strong positive relationship between teacher well-being and classroom effectiveness ($r = 0.72$, $p < 0.01$). Instructors with higher emotional and professional well-being demonstrated greater effectiveness in organizing lessons, maintaining student attention, and fostering interactive learning environments. Specifically:

- **Emotional well-being** was positively correlated with student engagement ($r = 0.70$, $p < 0.01$) and participatory learning ($r = 0.68$, $p < 0.01$).
- **Professional satisfaction** showed a significant correlation with instructional quality ($r = 0.65$, $p < 0.01$) and innovative teaching strategies ($r = 0.63$, $p < 0.01$).
- **Stress levels** were negatively correlated with classroom effectiveness ($r = -0.58$, $p < 0.01$), indicating that higher stress reduces the ability to implement active and interactive teaching methods effectively.

Regression Analysis

Multiple regression analysis was conducted to examine the predictive influence of teacher well-being dimensions on classroom effectiveness. The results indicated that teacher well-being significantly predicts classroom effectiveness ($F(3,116) = 45.87$, $p < 0.001$), explaining 57% of the variance in classroom outcomes ($R^2 = 0.57$). Emotional well-being emerged as the strongest predictor ($\beta = 0.41$, $p < 0.001$), followed by professional satisfaction ($\beta = 0.33$, $p < 0.01$), while stress levels negatively contributed to classroom effectiveness ($\beta = -0.28$, $p < 0.01$).

In addition to quantitative data, qualitative observations from classroom visits indicated that teachers with higher well-being levels actively engaged students through group discussions, problem-solving tasks, and interactive learning activities. These instructors demonstrated better classroom management, more effective feedback provision, and higher student participation. Conversely, instructors reporting higher stress levels and lower professional satisfaction often relied on lecture-based teaching with limited student interaction, reflecting reduced classroom effectiveness.

Summary of Key Findings

1. Teacher well-being is strongly and positively associated with classroom effectiveness in higher education.
2. Emotional well-being and professional satisfaction significantly enhance instructional quality, student engagement, and interactive teaching practices.
3. Stress negatively affects classroom effectiveness, reducing the implementation of active and student-centered learning strategies.
4. Well-being interventions and supportive institutional policies have the potential to improve teaching performance and student outcomes.

These findings underscore the importance of supporting teacher well-being as a critical factor in enhancing classroom effectiveness and fostering an engaging and productive learning environment in higher education institutions.

Conclusion

This study highlights the critical role of **teacher well-being** in enhancing classroom effectiveness within higher education. The findings indicate a strong positive relationship between teachers' emotional and professional well-being and their ability to engage students, implement interactive teaching strategies, and maintain high instructional quality. Conversely, elevated stress levels and burnout were shown to negatively impact teaching performance, reducing both student engagement and learning outcomes.

The analysis demonstrates that teachers who experience higher levels of well-being are more capable of fostering participatory, stimulating, and supportive classroom environments. Emotional stability and professional satisfaction emerged as the most significant predictors of classroom effectiveness, while unmanaged stress presents a substantial barrier to optimal teaching performance.

From a practical perspective, these results underscore the importance of institutional policies and interventions aimed at promoting teacher well-being. Programs focused on stress management, professional development, emotional intelligence, and peer support not only enhance teachers' personal and professional satisfaction but also improve overall learning outcomes for students.

In the context of Uzbekistan, preliminary evidence suggests that similar patterns exist in higher education institutions, highlighting the necessity of integrating well-being initiatives into teacher support systems. Ultimately, fostering teacher well-being is essential not only for educators' personal health but also for creating effective, engaging, and high-quality learning environments that benefit both teachers and students.

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