REVISTA INVECOM
ISSN en línea: 2739-0063

Assessment instruments and predictive factors of psychological well-being in primary school teachers: a systematic review

Instrumentos de evaluación y factores predictivos del bienestar psicológico en docentes de educación básica: una revisión sistemática

Received: 19/09/2025 - **Accepted:** 18/12/2025

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Abstract

In the post-pandemic scenario, the mental well-being of teachers in Regular Basic Education (EBR) has become crucially important. Through a review of recent literature, the study aimed to examine the psychometric characteristics of the instruments used to assess psychological well-being in teachers, as well as the predictive factors (work-related and personal). A review was conducted in the Scopus, Web of Science, and SciELO databases, covering the period from 2020 to 2025. Following the review, 21 studies were selected, whose findings were categorized into two dimensions: personal factors (resilience, self-efficacy, and emotional intelligence as significant positive predictors of professional attrition) and work factors (burnout, work stress, and work-family imbalance, aggravated by teleworking), identified as the main negative predictors. In terms of instruments, solid evidence of the validity and reliability of the BIEPS-A scale and adaptations of Ryff's scale in the Latin American population is reported. It is concluded that teacher well-being is a multidimensional construct, dependent on the interaction between psychological resources and environmental demands, and therefore warrants the implementation of social-emotional strengthening programs and the use of culturally validated instruments for monitoring mental health in the teaching profession.

Keywords: psychological well-being, assessment, teachers

Resumen

En el escenario pospandemia, ha cobrado una importancia crucial el bienestar mental de los docentes de Educación Básica Regular (EBR). A través de una revisión de la literatura reciente, el estudio tuvo como objetivo examinar las características psicométricas de los instrumentos empleados para evaluar el bienestar psicológico en profesores, así como los factores predictivos (laborales y personales). Se realizó una revisión en las bases de datos Scopus, Web of Science y SciELO, correspondiente al período de 2020 a 2025. Tras la revisión, se eligieron 21 trabajos, cuyos hallazgos se categorizaron en dos dimensiones: factores personales (resiliencia, autoeficacia e inteligencia emocional como predictores positivos significativos frente al abandono profesional) y factores laborales (burnout, estrés laboral y desequilibrio trabajo-familia, agravado por el teletrabajo), identificados como los principales predictores negativos. A nivel de instrumentos, se reportan evidencias sólidas de validez y confiabilidad de la escala BIEPS-A y de las adaptaciones de la escala de Ryff en población latinoamericana. Se concluye que el bienestar docente es un constructo multidimensional, dependiente de la interacción entre recursos psicológicos y demandas del entorno, por lo que amerita la implementación de programas de fortalecimiento socioemocional y el uso de instrumentos validados culturalmente para el monitoreo de la salud mental en el magisterio.

Palabras clave: bienestar psicológico, evaluación, docentes

Introduction

Teaching is one of the fundamental pillars of social and educational development. However, in contemporary settings, the practice of this profession unfolds within contexts characterized by high complexity and emotional demand. In recent years, particularly marked by the health crisis and the return to in-person education, teachers in Regular Basic Education (RBE) have faced challenges affecting their mental health and quality of life, as reported by the United Nations Educational, Scientific and Cultural Organization (UNESCO, 2021).

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Consequently, teacher well-being has come to be regarded not only as a matter of occupational health but also as a crucial factor directly impacting educational quality and student performance (Lizana & Vega-Fernandez, 2021). In this research, the mental health of teachers is conceptualized not merely as the absence of illness, but as psychological well-being, grounded in the eudaimonic theory proposed by Ryff (1989). Ryff's model characterizes well-being as the pursuit of individual potential and self-realization, contrasting with the hedonistic or subjective perspective that focuses solely on verified states of happiness.

This multidimensional construct encompasses autonomy, personal growth, environmental mastery, self-acceptance, positive relationships with others, and having a purpose in life (Ryff & Keyes, 1995). In the field of education, this theoretical perspective is essential, as it posits that a teacher with high well-being is not only one who lacks stress but also one who finds meaning and purpose in their pedagogical work.

Despite the theoretical importance of this construct, the scientific literature reveals a dispersion regarding the factors influencing its development or deterioration. Moreover, it warns of the prevalence of burnout syndrome and occupational stress as adversaries to well-being in the educational sector (Estrada-Araoz et al., 2024). Studies indicate that approximately 20% of teachers experience psychological distress post-pandemic.

Statistics demonstrate that various factors, including gender, professional burnout, lack of support, and work conditions, significantly affect mental health. Global research has focused on protective factors (such as psychological capital, self-efficacy, and work engagement) and risk factors (such as stress and burnout) to foster enhanced well-being (Dávila, 2024).

Nonetheless, there is a pressing need to more precisely identify which factors act as positive predictors (protective factors) and which as negative predictors (risk factors) within the specific population of RBE teachers. Isolated studies link well-being to variables such as self-efficacy, resilience, and organizational climate (Neethu & Srivastava, 2025).

The significance of addressing this issue lies in its practical and social implications, as understanding the predictors of psychological well-being allows for moving beyond diagnostics towards the proposal of effective preventive and intervention strategies. Furthermore, this study aims to provide a rigorous and updated synthesis through a systematic review, clarifying the state of the art during a critical educational transition period.

Therefore, this article seeks to analyze the instruments and predictive factors of psychological well-being among RBE teachers through a systematic review of the scientific literature published between 2020 and 2025, aiming to identify the variables related to aspects of Ryff's model.

Methodology

This systematic literature review was conducted following the recommendations of the PRISMA 2020 (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) guidelines. A search of articles published between 2020 and 2025 was carried out in databases such as Scopus, Web of Science (WoS), Scielo, and PsycInfo.

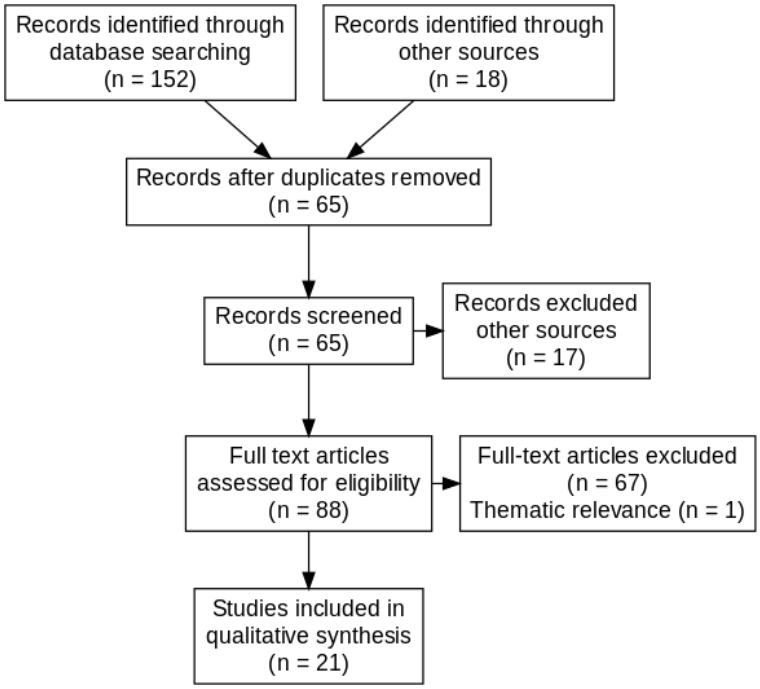
Keyword combinations in both English and Spanish, using "AND" and "OR," were employed to retrieve information with terms such as "psychological well-being" or "subjective well-being" and "teachers" or "educators" and "predictors" or "associated factors."

The selection of studies was defined by predetermined inclusion and exclusion criteria based on the PICo strategy (Population, Interest, Context), focusing on research published in peer-reviewed indexed journals, specifically assessing psychological well-being using Ryff's scale or other related instruments.

Exclusion criteria encompassed theoretical articles, previous systematic reviews, letters to the editor, book chapters, or gray literature, except in cases of significant psychometric relevance. Qualitative studies that did not provide statistical data on the relationship between variables were also excluded.

The study selection process was conducted in two stages: in the first, the results obtained from the databases were exported to a reference manager (Mendeley or Zotero) for the automatic removal of duplicates; in the second, an initial screening based on reading titles and abstracts was conducted to discard clearly irrelevant works. The PRISMA flow diagram summarizing the search procedure is presented below (Figure 1).

Figure 1
PRISMA diagram



To systematically organize the information, a data extraction matrix was created (Table 1) that included the author(s) and publication year, country, sample size, employed instruments, predictive factors, or significant correlates.

Table 1
Summary of selected studies on Teacher Psychological Well-Being (2021-2025)

Author(s) and Year	Country	Sample (n)	Variables / Instruments	Main Finding
Lizana & Vega-Fernandez (2021)	Chile	788	Ryff (adapted) / Telework	Work-family imbalance and long hours of telework negatively predict well-being and quality of life.
Araoz & Ramos (2021)	Peru	114	Burnout Syndrome (Maslach)	High levels of burnout prevalence identified as a critical risk factor associated with sociodemographic variables.
Mérida-López et al. (2022)	Spain	1,235	Well-being (FS) / Emotional Intelligence	Emotional intelligence positively predicts well-being and significantly reduces the intention to leave teaching.
Berrocal (2023)	Peru	136	Stress (Ivancevich) / BP (Casullo)	Occupational stress significantly and negatively influences teachers' psychological well-being ($p < .05$).
Rodríguez et al. (2024)	Venezuela	1,135	PERMA Profiler / Self-efficacy	Teacher self-efficacy acts as a protective factor against burnout, which negatively impacts well-being.

Concha-Herrera et al. (2025)	Chile	385	Ryff / Resilience Scale	All dimensions of psychological well-being showed positive and significant correlations with resilience.
Redondo et al. (2023)	Spain	20 articles	PRISMA / Psychological Well-being	Sociodemographic (gender, teaching experience, age) and personal (self-efficacy, satisfaction, subjective well-being) variables identified as associated factors.
Valle et al. (2024)	Mexico	258 teachers	Psychosocial Risk Assessment Questionnaire, Occupational Burnout Scale, Psychological Well-Being Questionnaire	Results from simple mediation model indicate a negative effect of psychosocial risk factors on well-being, worsened by the indirect effect of burnout.
Pérez (2024)	Spain	338 students	TMMS-24 assessed perceived emotional intelligence; CD-RISC measured resilience; PSS measured stress; and the Norwegian teacher self-efficacy scale assessed self-efficacy	Factors contributing to the explanation of psychological well-being reveal a complex interplay where resilience serves as a protective factor, while burnout and stress act as risk factors.
Vargas et al. (2022)	Peru	30 teachers	Survey measuring psychological well-being and teaching performance	A positive and moderate correlation exists between psychological well-being and teaching performance, with a Rho value of .575 and significance of p-value = .000.
Lescano (2024)	Ecuador	30 teachers	Job Stress Questionnaire (JSS) and the Psychological Well-Being Scale	Lower levels of occupational stress correlate with higher psychological well-being among teachers, while high stress levels adversely affect job performance and well-being.
Velasco & Herrera (2025)	Ecuador	20 teachers	Maslach Burnout Inventory (MBI)	Research validates the adaptation of the instrument from MBI, ensuring its relevance and applicability in specific contexts.
Campos et al. (2025)	Ibero-America	5 areas	Psychosocial well-being	Organizational psychology focuses on the impact of psychosocial risk factors in microenterprises, as well as the emotional well-being of individuals working in vulnerable contexts.
Bhattacharya & Narad (2024)	India	498 secondary teachers	BM SPSS version 26	The Psychological Empowerment Scale (EP), with four factors and 12 items, is a reliable and valid tool for assessing empowerment among Indian teachers.
Lozano (2024)	Peru	300 teachers	Maslach Burnout Inventory (MBI), Psychological Well-Being Scale BIEPS-A, COPE-28	Both coping styles and teachers' psychological well-being explain 8.28% of burnout variability, with a coefficient of determination of R^2 = .0828.
Solís et al. (2025)	Ecuador	187 teachers	Semi-structured interviews	Teachers with higher emotional intelligence manage the classroom more effectively, fostering a learning environment and reducing stress levels.

Ismail et al. (2023)	China	433 teachers	Language Teacher Emotion Regulation Inventory, English Language Teacher Reflective Inventory, Teachers' Sense of Efficacy Scale, Professional Identity Scale, and Psychological Well-Being at Work	Results highlight the need to incorporate reflective practices, emotional management skills, self-efficacy, and identity reconstruction in teacher training programs.
Alva et al. (2021)	Ibero-America	25 works	PRISMA Method	Teacher psychological well-being addresses variables such as satisfaction, motivation, happiness, and their effects.
Dávila et al. (2024)	Chile	364 teachers	Self-report measures and structural equation models	Central elements of this model are contextual variables within each school, developed through collective engagement.
Piñango et al. (2022)	Venezuela	40 teachers	Psychological Well-Being Scale BIEPS-A (Casullo, 2002)	The psychological well-being score was 35.24, indicating potential discrepancies since well-being is a subjective state.
Roa & Núñez (2025)	Spain	3,790 teachers	PHQ-9 test	A significant percentage of teachers experience moderate to severe depressive levels, perceptions of mistreatment, and negative moods due to the pandemic.

Results and discussion

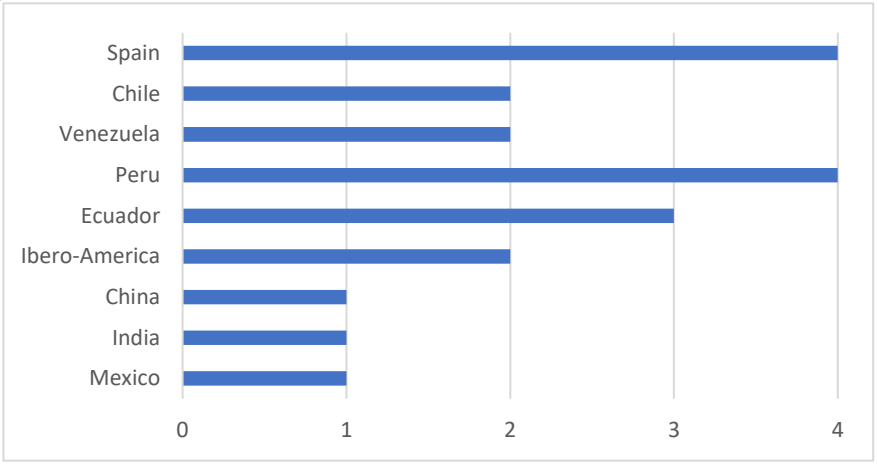
As a result of the initial search across the consulted databases (Scopus, WoS, PsycINFO, and SciELO), a total of 152 records were identified, supplemented by 18 additional records from other sources, yielding a preliminary total of 170 documents. In the first phase of refinement, 65 duplicate records were removed using reference management software.

The remaining records underwent screening based on titles and abstracts, leading to the exclusion of 17 articles that did not align with the topic or target population. A total of 88 documents were evaluated in full text for eligibility, resulting in the exclusion of 67 studies that did not meet the criteria for the RBE educational stage. Ultimately, 21 studies were selected.

The chosen studies predominantly employed a quantitative, cross-sectional, and correlational design. Geographically, the analyzed evidence originates from Ibero-American contexts, as illustrated in the following graphic (Figure 1).

Figure 1

Studies by country



Analysis of predictive factors

The synthesis of the 21 selected studies allows for the categorization of predictors into two major dimensions: personal resources (protective factors) and work demands (risk factors).

Personal factors: psychological resources and self-efficacy

There is a robust consensus regarding the protective role of internal resources.

Resilience:

Concha-Herrera et al. (2025) demonstrated in Chilean teachers that resilience correlates positively with all dimensions of eudaimonic well-being. Pérez (2024) also notes that factors contributing to psychological well-being reveal a complex framework where resilience serves as a protective factor, while burnout and stress are identified as risk factors.

Emotional Intelligence:

Mérida-López et al. (2022) confirmed that emotional management not only improves well-being but also reduces teachers' intention to leave the profession. For Piñango et al. (2022), well-being can be considered a subjective state from the perspective of teachers.

Self-Efficacy:

Recent research by Rodríguez et al. (2024) in Venezuela provides key evidence: teacher self-efficacy mitigates the effects of burnout, acting as a barrier that preserves psychological well-being.

Sociodemographic Elements:

Redondo et al. (2023) identified sociodemographic variables (gender, teaching experience, and age) and personal factors (self-efficacy, satisfaction, and subjective well-being) as associates of well-being from Spain. Additionally, Alva et al. (2021) noted that psychological well-being has been studied concerning various intervening variables such as satisfaction, motivation, happiness, as well as their effects on stakeholders like institutions, teachers, and students.

Work factors: the impact of burnout and context

Work environment variables were consistently identified as negative predictors.

Burnout Syndrome:

Both Estrada and Araoz (2020) in Peru and Rodríguez et al. (2024) agree that professional burnout is the primary antagonist to well-being. In this context, Valle et al. (2024) refer to the impact of work-related factors leading to occupational burnout, while Velasco and Herrera (2025) developed a new model based on multivariate techniques to address this dimension of teacher well-being.

Work Stress and Telework:

Berrocal (2023) and Lizana and Vega-Fernández (2021) evidenced that work stress and the lack of boundaries between work and home life (exacerbated by telework) predict a deterioration in teachers' quality of life and mental health. Conversely, lower levels of work stress correlate with higher psychological well-being among teachers, while elevated stress significantly affects job performance and teacher well-being (Lescano, 2024). Roa and Núñez (2025) also asserted that the pandemic resulted in moderate to severe depressive levels, perceptions of mistreatment, and negative moods.

Performance:

Vargas et al. (2022) highlighted that psychological well-being and teaching performance show a positive and moderate correlation. According to Dávila et al. (2024), instruments concerning this variable should incorporate contextual elements within each school, promoting collective development.

The evidence provided by Concha-Herrera et al. (2025) discusses resilience, while Rodríguez et al. (2024) articulate self-efficacy from a profound theoretical framework, indicating that teachers who perceive themselves as competent (self-efficacy) and capable of adapting (resilient) maintain their sense of environmental mastery and autonomy, which not only promotes well-being but also acts as a “cognitive shield” that mitigates the effects of burnout.

According to Pérez (2024), factors influencing psychological well-being are interwoven in a complex manner, where resilience is a protective factor, while burnout and stress are identified as risk factors. This, along with the role of emotional intelligence emphasized by Mérida-López et al. (2022) in Spain, configures a profile of a psychologically "fortified" teacher, capable of reframing crises as challenges.

Additionally, sociodemographic factors (Redondo et al., 2023) have prompted improvement proposals such as personal development, psychoeducational training, and the promotion of policies and organizational changes for implementation. However, the review cautions that these personal resources have limitations when faced with environmental hostility.

The consistency of findings regarding burnout (Berrocal, 2023; Estrada & Araoz, 2020) and work-family imbalance (Lizana & Vega-Fernández, 2021) paints a concerning picture due to the negative correlation between work stress and well-being, while administrative overload and invasive telework erode the sense of purpose in the teaching profession.

Finding similar patterns in countries with differing realities (Peru, Chile, and Venezuela) indicates that the deterioration of teacher well-being is not an isolated problem but a structural phenomenon in Ibero-America that exceeds individual coping capacities.

This dichotomy between "the resilient teacher" and "the exhausting system" suggests that psychological well-being cannot be understood solely from the individual perspective. While instruments such as the Ryff scale are valid for measuring the final state of well-being, predicting this state necessarily requires an evaluation of the interaction with organizational variables.

The psychological well-being of teachers is a multidimensional construct that depends on internal resources and contextual factors. Furthermore, educational psychology supports the critical independence of learners; according to Campos et al. (2025), having mental health entails the ability to navigate daily events resiliently.

In this regard, it is important to develop strategies that strengthen emotional autonomy, stress regulation, and adaptation to changes in the educational environment. This perspective posits that well-being is not merely the absence of distress but involves the development of psychological competencies that facilitate managing professional and personal life.

Teacher well-being can be achieved and promoted through mechanisms that foster psychological empowerment. According to Bhattacharya and Narad (2024), this is related to both labor and psychosocial dimensions. By strengthening teachers' perceptions of control, self-efficacy, and active participation in institutional decision-making, job satisfaction increases while vulnerability to stress decreases.

Coping styles generally refer to how individuals react to situations perceived as problematic. Teachers with adaptive coping strategies report lower levels of emotional exhaustion and greater professional satisfaction.

Conversely, ineffective coping styles are associated with elevated risks of deteriorating mental health (Lozano, 2024), implying the need to incorporate psychometric assessments of these dimensions into prevention and promotion programs for teacher well-being.

Additionally, emotional intelligence is referenced as a significant predictor (Solís et al., 2025), as teachers' awareness, self-regulation, and utilization of emotions enhance their psychological well-being and foster competencies such as artificial intelligence literacy. This relationship demonstrates how emotional well-being is linked to professional performance in current contexts.

Research conducted by Ismail et al. (2023) among foreign language teachers indicates that emotional regulation, self-efficacy, and pedagogical reflection positively correlate with psychological well-being and professional identity. These findings underscore the importance of considering both context and individual factors in teacher well-being and the necessity of reliable psychometric instruments.

The psychological well-being of teachers is a concept that is better understood yet still under construction; the reviewed contributions show that it is a complex phenomenon characterized by interactions between personal, emotional, and contextual elements. According to Lescano (2024), lower levels of work stress are associated with higher psychological well-being among teachers, while elevated stress levels undoubtedly affect their job performance and overall well-being.

Internal resources such as resilience, self-efficacy, emotional regulation, and psychological empowerment protect individuals against the demands of their roles, enabling job satisfaction. Simultaneously, coping styles and pedagogical reflection have proven to be mediators that enhance teachers' capacity to confront stress and prevent burnout.

From a labor perspective, the conditions of the educational environment, institutional support, and participation in decision-making are critical elements for well-being. The intersection of these personal and contextual dimensions can not only facilitate the maintenance of mental health but also optimize professional performance and the acquisition of appropriate and complex competencies.

Moreover, robust psychometric evaluation instruments are essential for identifying risk areas, implementing interventions, and systematically monitoring teachers' psychological health.

Evidence suggests a need for a comprehensive approach that not only reinforces teachers' internal skills and resources but also enhances educational environment conditions. This entails creating programs aimed at social and emotional training, defining institutional support policies, and employing validated assessment tools within the cultural context to ensure effective, sustainable, and contextualized interventions.

Conclusions

Self-efficacy, resilience, and emotional intelligence are personal resources that protect teachers' well-being. These elements contribute to higher levels of professional satisfaction and reduce vulnerability to stress, thereby strengthening the teaching workforce.

The two predictors that most diminish well-being are burnout syndrome and work-family imbalance. Additionally, the presence of psychoactive substances affects not only the mental health of teachers but also increases the likelihood of intentions to leave the profession, damaging the continuity and quality of the educational process.

Intervention strategies should not be limited solely to reducing workload but should also focus on enhancing teachers' psychological capital. Various programs that address socio-emotional competencies, resilience, and self-efficacy have demonstrated effectiveness in promoting well-being and improving professional practice while mitigating the effects of stress in educational settings.

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