

## A Quantitative Study on the Well-being of Teachers in Higher Education Institutions in Lahore

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**Abstract:** In recent years, the impact of teachers' well-being on teaching quality, student outcomes, and institutional performance has been increasingly apparent, making it a crucial subject of study in higher education institutions. The objectives of the current study were to check the level of well-being among university teachers in higher educational institutes in Lahore. Through a random sampling technique, 60 teachers were selected from both universities. Thirty-six teachers were from the University of Lahore, and 24 were from the University of the Punjab. An adapted questionnaire was used for the study, and it contained 20 items. Descriptive and inferential statistics were used for the study. The result shows that the majority of teachers had a high level of well-being and the majority were low. Due to low well-being, they handled many challenges at their workplace.

**Keywords:** Teachers' Well-being (TW), University Teachers' (UT), University Teacher's Well-being (UTWB), Higher Education Institutions (HEI)

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### Introduction

Teachers, who are crucial in determining how pupils perceive school, are under more and more strain from personal concerns, professional expectations, workload, and job satisfaction. The importance of teachers may not be denied. The progress of the nation is dependent on the high well-being of teachers and morale. Teachers' physical and mental health, job satisfaction, work-life balance, and career fulfillment are all aspects of their overall well-being in light of the particular difficulties faced by instructors at universities and colleges, such as growing administrative responsibilities, research demands, and the requirements of online or hybrid teaching (Alhija, 2015).

Understanding and enhancing teachers' well-being benefits students and institutions overall, in addition to the educators themselves. Teachers' motivation, efficacy, and retention can all be improved in a positive, encouraging work environment, which eventually benefits the academic community as a whole. The numerous elements that affect teachers' well-being will be examined in this study, along with suggestions for procedures and policies that educational institutions might use to assist their faculty (Roeser et al., 2023).

Many past studies have shown how important teacher well-being is to student success and teacher retention, which has led to an increase in interest in this topic in educational research. The concept of well-being is complex and includes work-life balance, job satisfaction, and physical, mental, and emotional health. Numerous studies indicate that teachers who are experiencing high levels of well-being are more likely to be motivated, have higher work satisfaction, and perform better in the classroom. On the other hand, stress, attrition, and teacher burnout have all been linked to poor well-being (Maricuțoiu et al., 2023).

A substantial number of studies indicate that a teacher's well-being is significantly influenced by their work environment. Stress and burnout can be exacerbated by heavy workloads, a lack of administrative support, and increased pressure to meet student outcomes (García-Álvarez et al., 2023). Higher education instructors also confront

particular difficulties, including managing different student populations, juggling teaching obligations and research requirements, and navigating institutional policies and demands (Habib et al., [2024](#)).

Furthermore, promoting good psychological states such as professional fulfillment, job satisfaction, and a sense of purpose in one's work is equally as crucial to teacher well-being as averting negative results. Collegial settings, professional development opportunities, and supportive leadership have been shown to improve teachers' mental and emotional health (Owen, [2014](#)).

University-level teacher well-being is a complex idea that encompasses job satisfaction, professional growth, and physical and mental health. Large class loads, administrative duties, research demands, and the need to preserve work-life balance are just a few of the difficulties that university instructors frequently deal with. These elements may have an impact on their health (Skinner & Beers, [2016](#)).

The well-being of teachers is incredibly important both in the classroom and in the workplace for several reasons. It can improve Student Outcomes, and teachers are better able to interact with kids, foster great learning environments, and set an example of healthy behavior when they feel supported physically, emotionally, and psychologically well. Better student engagement and performance result from their infectious energy and excitement (Ramberg et al., [2019](#)).

Teachers are better able to interact with kids, foster positive learning environments, and set an example of appropriate behavior when they feel supported and in good physical, emotional, and mental health. Better student engagement and performance result from their infectious energy and excitement. Being a teacher is a stressful job. Neglecting teachers' well-being increases their risk of burnout, which raises turnover rates. Making well-being a priority can aid in keeping seasoned teachers on staff, giving pupils security and continuity.

A culture of cooperation, respect, and trust is fostered in the workplace when educators feel appreciated and supported. This helps create a productive learning atmosphere for both teachers and students. Whether it's controlling classroom conduct, attending to the many needs of students, or dealing with outside pressures (such as parent expectations or testing), teachers frequently face difficult circumstances. A teacher who is emotionally well is better able to bounce back from setbacks and deal with them (Hall-Kenyon et al., [2014](#)).

This study looks at the elements that explore teachers' well-being in an effort to shed light on how educational institutions might establish environments that promote the productivity and well-being of their faculty members.

### **Declaration of Research Problem**

The topic of the research study was A Study on the Well-being of Teachers in Higher Education Institutions at Lahore: A Quantitative Perspective Study. This research was directed in 2025 year at higher level institution of Lahore City.

### **Objectives of the Research Study**

The objectives of this research were to check the level of well-being among university teachers. The following are the objectives to investigate the demographic differences between the teachers regarding university teachers' well-being. The main objectives of the study were as follows:

1. Find out the level of university teachers' well-being at the institutes of Lahore.
2. Identify the difference in well-being based on gender, job scale, and job experience at university teachers.

### **Significance of the Research Study**

This research study was directed at the higher education level institutions in Lahore, which was situated in City Lahore. Higher-level research on teacher well-being enables organizations to proactively address these problems, resulting in an overall healthier and more successful educational system. The quality of instruction and, in turn, student results are directly impacted by the well-being of teachers. Higher rates of teacher attrition may result from high levels of stress, burnout, and poor mental health. By recognizing and enhancing teacher well-being, supportive work environments may be established, which will lower turnover and increase teacher retention. A helpful and upbeat



institutional culture can be developed by putting an emphasis on the well-being of teachers. It promotes an atmosphere where educators feel valued and inspired, which boosts teamwork, creativity, and job happiness.

### **Delimitations of the Present Research Study**

The present study was delimited to the following grounds.

1. The study was delimited to only Lahore City.
2. The study was delimited to one public university and one private university.
3. The study was delimited to Only the University of Lahore and the University of the Punjab.
4. The study was delimited to male and female university teachers.
5. The study was delimited to the adapted questionnaire.
6. The study was delimited to the Descriptive and Inferential Statistics, (mean, percentage, S.D, and t-test).

### **Limitations of the Research Study**

The researcher encountered some challenges during the research. The researcher selected higher-level institutions for the present study. The researcher selected two universities for the present study, The University of Lahore and the University of Punjab in City, both of which were located in City Lahore. The data were collected from four departments, the department of Education and the Lahore Business School from both universities. The data was gathered the male and female both university teachers from the university of Lahore and from the University of the Punjab.

### **Operational definitions**

#### **Well-being**

The state of being comfortable, healthy, or happy. A person's physical, mental, emotional, and social health are all intricately intertwined. Happiness and life satisfaction have a substantial correlation with wellbeing. Wellbeing can be summed up as your feelings about your life and yourself.

**Teachers Well-being:** "A positive emotional state that results from a harmony between the specific context factors on the one hand and the personal needs and expectations towards the school on the other hand" is how one defines teacher well-being.

**University Teachers Well-being:** "Teachers' responses to the cognitive, emotional, health, and social conditions pertaining to their work and their profession" was the definition of teacher wellbeing.

**University Teachers:** University Teachers refer to assistant professors and lecturers who teach at the university level.

**Higher Education Institutions:** A university or other establishment that specializes in offering Level 4 and higher education, including bachelor's, master's, and doctorate degrees.

### **Review of Related Literature**

"Teachers work in a demanding profession, so it's important that they take time off from the classroom to let themselves rest, re-engage, and then re-connect," Iain says. It really comes down to striking a balance between the demands of life and work. In the sense that educators establish routines for their personal well-being, including relaxation, exercise, socializing outside of work, and simply having time to reflect.

The context in which modern educational institutions are developed is characterized by poor job appeal, frequent staff changes, and a shortage of trained teachers. Some trained teachers and trained leaders have good and high well-being (Habib et al., [2024](#)). In this context where these challenges are interconnected, it is critical to understand teacher well-being and its impact on the teaching-learning relationship. The core concept of the framework outlines the four primary domains of teachers' well-being: their subjective well-being, their social well-being, their cognitive well-being, and their physical and mental health (Nguyen, [2023](#)).



More than just managing bad circumstances, well-being includes beliefs about what it means to lead a decent life. Divergent viewpoints on well-being frequently take different approaches. For instance, psychological wellbeing is focused on concepts like purpose in life and healthy connections with others, whereas subjective wellbeing includes concepts like life satisfaction and the presence of pleasant feeling more often than negative emotion. The fact that phrases like life satisfaction are occasionally used interchangeably with well-being in studies further complicates the concept of well-being (Costa et al., [2021](#)).

Teachers are more likely to be involved, enthusiastic, and productive in the classroom if they feel balanced and supported. Their infectious excitement and energy have a favorable impact on learning results and student motivation. The variables of teachers' well-being are closely related to organizational well-being and students as the basis for evaluating teachers' well-being level at higher level learning.

Higher education teacher well-being is a crucial issue since it has a big influence on student achievement, instructional effectiveness, and the general academic atmosphere. Higher education teachers' well-being is influenced by a number of factors, and resolving these concerns can enhance both individual and institutional performance. Teachers' well-being is essential for a thriving school community, fostering both effective teaching and positive student development. It's important for schools to invest in resources and support systems for their teachers.

Other studies must infer their knowledge of health from the project's design because many studies that use the phrase do not provide an explicit description of the concept. A number of academic papers provide analytical frameworks for assessing the well-being of teachers. Horn et al. (2004) established five analytical variables well-being of teachers: (1) psychological well-being, (2) social well-being, (3) job-related well-being, (4) cognitive well-being, and (5) emotional well-being (Evans et al., [2022](#)).

Mental health services are essential for teachers' mental health concerns can be addressed by giving them access to counseling and support services. Flexible work arrangements give teachers the option of remote work or flexible hours, which can improve their time management. Peer support programs are informal support groups or peer mentorship that can offer emotional support and lessen feelings of loneliness. Professional development is funding faculty development initiatives that help educators advance their careers in both teaching and research, enhancing their well-being and job happiness. Recognition programs for teachers might feel appreciated when their efforts in research and instruction are acknowledged and rewarded.

The study was conducted for the purpose to check the level of well-being of university teachers. It will observe and identify the level of well-being among university teachers and how they stay positive at workplace and control their negative situation.

### Population and Sampling of the Research Study

All the teachers (lecturers and assistant professors) of The University of Lahore and the University of the Punjab were the population of the study. The Department of Education and the Department of Lahore Business School were the accessible populations of the study. Out of the accessible population, the researcher selected 60 teachers from the Department of Education and Lahore Business School from the University of Lahore and the University of Punjab. The researcher used the convenient sampling technique to choose the number of teachers from each department. In this way, the researcher selected 60 teachers from 4 departments of the University of Lahore and the University of Punjab.

**Table 1**

*Target Population (The University of Lahore and University of the Punjab)*

S. No	Target Group	Target Population	Accessible Population
1	University Teachers (Lecturers and Assistant Professors)	136	100
2	Department of Education	62	16
3	Lahore Business School	74	44

In the first stage, the simple random sampling technique was used to select the sample of teachers. In the last stage, the convenient sampling technique was used to select the number of teachers from each department. At the last stage, the number of teachers selected from both universities was high. The study was required to get the



demographic data of teachers about gender, job experience, and job scale. Hence, a sample of 60 university teachers was selected from both universities.

**Table 2**

*Sample of the Study*

S. No	Target Group	Target Population	Accessible Population
1	Department of Education	62	16
2	Lahore Business School	74	44
	Total	60	

### Research Instrument

The researcher used the structured questionnaire as a more precise and quicker instrument to collect data. The researchers used this questionnaire as an instrument in this study, but they used a five-point Likert scale. The researcher used an adapted questionnaire that contained 20 items. The researchers also conducted a pilot test of the scale. For pilot testing, the researcher collected the data from the University of Lahore and from the Lahore Business School department. The researcher got the filled questionnaire from 10 teachers at the University of Lahore. After the data collection, reliability was computed. The reliability of the tool (questionnaire) was equal to 0.946, which shows that the instrument was highly reliable.

**Table 3**

*Indicators of the Research Study*

S. No	Indicators/Dimensions of the study	Questions
1	Workplace culture	1-5
2	Positive thinking	6-10
3	Workload	11-15
4	Good health	16-20
	Total	20

### Procedure of Data Collection

After the process of pilot testing and reliability procedure of the study, the data were collected physically. At the first stage the researcher collected the data from the University of Lahore, department of education and Lahore Business School. At the second stage the researcher collected the data from University of the Punjab, department of education and department of Business administration.

### Data Interpretations and Results

After completion of the data collection procedure. The researcher was used the Descriptive and inferential statistics for the data analysis and results. At the first stage the researcher used the Descriptive statistics and at the second stage the researcher used the inferential statistics. Part I is contained the analysis of demographic information, mean frequency and percentage of the data and Part II is the analysis of t-test and ANOVA.

### Part I: Analysis of Descriptive Statistics

**Table 4**

*Descriptive Analysis of Sample*

S. No	University	f	%
1	Private	36	60
2	Public	24	60
	Total	60	100

Table 4 shows that the researcher selected the one private and one government university that were located in city Lahore. The frequency of the private university was 36 and percentage was 60%. The frequency of public university was 24 and percentage was 40%.

**Table 5***Descriptive Analysis of Sample*

S. No	University	f	%
1	The University of Lahore	36	60
2	University of the Punjab	24	60
	Total	60	100

Table 2 shows that the researcher selected the one private university the university of Lahore and one government university the University of Punjab that were located in city Lahore.

**Table 6***Descriptive Analysis of Sample Teachers*

S. No	University	f	%
1	The University of Lahore	21	15
2	University of the Punjab	14	10
	Total	35	25
	Grand Total	60	

Table 6 shows that the researcher was selected the 21 female teachers and 15 male teachers from the university of Lahore. The researcher was selected the 14 female and 10 male teachers from University of the Punjab. As the above table shows that the researcher selected total 35 females and 25 males from both universities. Total numbers of teachers were 60.

**Table 7***Descriptive Analysis of Departments*

S. No	University	f	%
1	Department of Education	6	10
2	Lahore Business School	30	14
	Total	60	

Table 7 shows that the researcher was selected 6 teachers of education department and 30 of Lahore business school from the University of Lahore. The researcher also selected the 10 teachers of education department and 14 from Lahore business school of University of the Punjab.

**Table 8***Indicators Wise Analysis of Questionnaire*

S. No	Statement	Analysis			
		N	%	Mean	St. D
1	Workplace Culture	60	54	9.89	5.81
2	Positive Thinking	60	78	12.4	6.61
3	Workload	60	84	13.21	10.22
4	Good Health	60	60	11.66	6.19

Table 8 shows that 100 % of teachers (60) gave responses to the 20 items of the questionnaire. The first indicator is that 54% of teachers agreed that the workplace culture is good. 46% disagreed that the culture is not comfortable and good at the workplace. In indicator two, 78% agreed that they have positive things and good emotions. At the same time, 22% disagreed with the indicator. The third indicator, 84% of teachers, agreed that the workload at the workplace is very high, and the distribution of tasks is not equal. At the same time, 16% disagreed with the statement. The fourth indicator is good health; 60% of teachers agreed that they have good health at the workplace. At the same time, 40% disagreed with good health.



**Part II: Inferential Analysis of Questionnaire****Table 9***Gender-wise Comparison of Teachers about all Indicators of Study*

S. No	Indicators	Gender	N	Mean	S. D	t	df	Sig
1	Workplace Culture	Male	25	9.4	4.73	0.339	59	0.000
		Female	35	9.8	6.20			
2	Positive Thinking	Male	25	12.64	6.35	0.236	58	0.021
		Female	35	9.87	6.82			
3	Workload	Male	25	14.6	13.09	0.021	58	0.008
		Female	35	11.9	6.06			
4	Good Health	Male	25	10.92	6.04	0.300	58	0.021
		Female	35	12.21	6.28			

Table 9 shows gender-wise comparison teachers about teacher well-being. There is a significant difference between male and female comparisons in workplace culture. The mean number of females is 9.8, which shows that females are more satisfied with the workplace culture than male teachers. In indicator two, there is a significant difference between male and female comparisons about positive thinking. The mean value of male teachers is 12.64, which is higher than the female mean value, which shows that male teachers have positive thinking as compared to female teachers. The third indicator, workload, the mean value of male teachers is 14.6, which is higher than that of female teachers, which shows that male teachers have a higher workload as compared to female teachers. In the last indicator, good health, the mean value of female teachers is 12.21, which is higher than the mean value of male teachers, which shows that female teachers have better health as compared to male teachers.

**Table 10***Qualification-wise Comparison of Teachers about all Indicators of Study*

S. No	Indicators	Qualification	N	Mean	S.D	t	df	Sig
1	Workplace Culture	PhD	40	8.68	6.21	1.123	57	0.011
		M.Phil.	20	11.87	3.70			
2	Positive Thinking	PhD	40	11.26	6.18	2.444	57	0.017
		M.Phil.	20	14.50	6.98			
3	Workload	PhD	40	12.34	11.04	0.305	57	0.091
		M.Phil.	20	14.61	6.39			
4	Good Health	PhD	40	10.37	5.64	2.342	57	0.043
		M.Phil.	20	14.03	6.53			

Table 10 shows a qualification-wise comparison of university teachers' well-being. The table shows that there is a significant difference between the opinions of PhD teachers and M.Phil. qualified teachers. The first indicator, the mean value of M.Phil. qualification teachers, is higher at 11.87 than the Ph.D. teacher's mean value, which shows that the Phil teachers felt that workplace culture is better than the Ph.D. teachers. The second indicator is positive thinking; there is a significant difference between the opinions of PhD teachers and M.Phil. regarding positive thinking. The mean value of M.Phil. teachers, 14.50, is higher than the PhD mean value, which shows that the M.Phil. teachers have more positive thinking than PhD teachers. The third indicator is workload; there is no significant difference between the opinions of PhD and M.Phil. teachers regarding workload. The result shows that the PhD and M.Phil. qualified teachers have the same workload at the workplace. The last indicator, good health, there is a significant difference between the results of PhD and M.Phil. qualified teachers regarding good health; the mean value of M.Phil. is 14.03 is higher than the mean value of PhD teachers, which shows that the M.Phil. qualification teachers have good health as compared to PhD qualified teachers at the workplace.

Table 11

*Designation-wise Comparison of University Teachers about Questionnaire*

S. No	Indicators	Designation	N	Mean	S.D	t	df	Sig
1	Workplace Culture	Assistant Professor	37	9.45	6.59	.723	28	0.025
		Lecturer	23	10.49	4.48			
2	Positive Thinking	Assistant Professor	37	12.12	6.65	-.364	28	0.717
		Lecturer	23	12.86	6.59			
3	Workload	Assistant Professor	37	12.27	6.20	0.751	28	0.046
		Lecturer	23	14.66	13.4			
4	Good Health	Assistant Professor	37	11.44	5.73	0.929	58	0.020
		Lecturer	23	12.03	7.05			

Table 11 shows a designation-wise comparison of university teachers' well-being. The table shows that there is a significant difference between the opinions of Assistant Professors and Lecturers regarding workplace culture. The first indicator, the mean value of lecturers, is higher than 10.49 than the Assistant Professors' mean value, which shows that the Lecturer feels that the workplace culture is better than that of Assistant Professors. The second indicator is positive thinking; there is no significant difference between the opinions of Assistant Professors and lecturers regarding positive thinking. The third indicator, workload, is a significant difference between the opinions of assistant professors and lecturers regarding workload. The result shows that the mean value of Lecturer 14.66 is higher than the mean value of Assistant Professors. It shows that the lecturer has a heavier workload than the assistant professors. In the last indicator, good health, there is a significant difference between the results of Assistant Professors and Lecturers regarding good health; the mean value of the Lecturer is 12.03, which is higher than the mean value of Assistant Professors, which shows that the Lecturer has good health as compared to Assistant Professors at the workplace.

Table 12

*Independent Sample T-test of university-wise Comparison of Teachers*

S. No	Indicators	University	N	Mean	S.D	T	df	Sig
1	Workplace Culture	University of the Punjab	24	7.81	6.25	0.148	58	0.004
		The University of Lahore	36	11.24	4.57			
2	Positive Thinking	Assistant Professor	24	8.97	3.47	0.803	58	0.000
		Lecturer	36	14.67	7.16			
3	Workload	Assistant Professor	24	11.39	11.5	1.054	58	0.001
		Lecturer	36	14.39	6.74			
4	Good Health	Assistant Professor	24	8.15	3.23	0.102	58	0.018
		Lecturer	36	13.92	6.57			

Table 12 shows the comparison between the University of Punjab and the University of Lahore. The first indicator is workplace culture; there is a significant difference between the opinions of Punjab University teachers and University of the Lahore teachers. The mean shows that the teachers at the University of Lahore said that the workplace culture is good and comfortable as compared to the teachers at Punjab University. The second indicator is positive thinking; there is a significant difference between the opinions of teachers at Punjab University and the University of Lahore. The mean value shows that the University of Lahore teachers think positively about the workplace environment compared to the University of Punjab. The third indicator is workload; there is a significant difference between the opinions of Punjab University teachers and University of Lahore teachers. The mean value shows that the teachers at the University of Lahore faced more workload at the workplace than the teachers at the University of the Punjab. The last indicator is good health; there is a significant difference between the opinion of teachers at the University of Punjab and the teachers at the University of Lahore. The mean value shows that the teachers at the University of Lahore have good mental health in the workplace environment as compared to the teachers at the University of the Punjab.





## Findings

The present study indicates the university teacher's well-being. The findings of the present study are as follows.

- ▶ The findings of the descriptive statistics are mentioned first, the researcher took the one private and one government university that was located in City Lahore, the percentage of the data set is private university (The University of Lahore) was taken, and its frequency was 36 and percentage was 60%. The frequency of public university (University of the Punjab) was 24 and percentage was 40%.
- ▶ The percentage of female teachers was 21% female teachers and male teachers was 15% from the university of Lahore. The percentage of female teachers was 14% and male teachers was 10% from University of the Punjab.
- ▶ Per the percentage of all indicators, the first indicator is workplace culture. 54% of university teachers agreed that workplace culture is good and comfortable. At the same time, 46% disagreed that the culture is not comfortable and good for teachers in the workplace. In the indicator of positive thinking, 78% of university teachers agreed that they have positive things and good emotions in the workplace, and 22% disagreed with the statement. The third indicator of workload at the workplace is that 84% of university teachers agreed that the workload at the workplace is very overloaded and that the distribution of tasks is not equal among teachers. Meanwhile, 16% of university teachers disagreed with the indicators. The fourth indicator, 60% of university teachers, agreed that they have good health in the workplace due to the distribution of tasks and the environment of the department. While 40% disagreed with the indicator.
- ▶ The gender-wise comparison about university teacher well-being at a higher level. Female university teachers are more satisfied with the workplace culture than male teachers. Male university teachers have positive thinking as compared to female university teachers. Male university teachers have a heavier workload than female university teachers. Female university teachers are healthier than male university teachers.
- ▶ The qualification-wise comparison of university teachers' well-being of all indicators. M.Phil. qualified university teachers have felt that workplace culture is better than Ph.D. teachers. The M.Phil. qualified university teachers have more positive thinking than PhD qualified university teachers. The PhD and M.Phil. qualified teachers have the same workload at the workplace. The M.Phil. qualification university teachers have good health as compared to PhD qualified university teachers in the workplace.
- ▶ The designation wise comparison about university teachers' well-being at higher level. The Lecturer of university has felt that workplace culture is good then Assistant Professors. Assistant Professors and Lecturer both university teachers have same opinion regarding positive thinking. The Lecturer has more workload as compared to Assistant Professors. The Lecturer has good health as compared to Assistant Professors at workplace.
- ▶ The university-wise comparison teachers, the teachers at the University of Lahore, said that the workplace culture is good and comfortable as compared to the teachers at the University of the Punjab. The teachers at the University of Lahore think positively about the workplace environment compared to the teachers at the University of Punjab. The teachers at the University of Lahore have good mental health in the workplace environment as compared to the teachers at the University of Punjab.

## Conclusions

In the light of review of this study, it was concluded that the.

- ▶ Overall, the majority of the teachers were satisfied with the workplace environment. Majority responses were not agreed that the culture of department is not good comfortable at workplace. Both University teachers have positive thinking and emotions for others. Majority university teachers has disagreed about the good health. Due to overload of work and multiple tasks, they did not maintain the health. Even majority has suffered some health issues due to overwork load.
- ▶ The result found that the female teachers are more satisfied about the workplace culture as compared to male teachers. The male teachers are more positive thinking as compared to female teachers. The male teachers have faced more workload as compared to female teacher's.



- ▶ M.Phil. qualified teachers has felt that workplace culture is good then PhD qualified teachers. The M.Phil. teachers have more positive thinking then PhD teachers. The PhD and M.Phil. qualified teachers has the same workload at workplace. The M.Phil. qualification teachers have good health as compared to PhD qualified teachers at workplace.
- ▶ Lecturer has felt good and comfortable that workplace culture is good then Assistant Professors. Lecturer has more workload as compared to Assistant Professors. Lecturer has good health as compared to Assistant Professors at workplace.
- ▶ The University of Lahore teachers feel the workplace culture is good and comfortable as compared to the teachers at the University of the Punjab. The University of Lahore teachers think positively about the workplace environment compared to the University of Punjab. The teachers at the University of Lahore faced a heavier workload in the workplace than the teachers at the University of the Punjab. The teachers at the University of Lahore have good mental health in the workplace environment as compared to the teachers at the University of Punjab.

### **Discussion**

The majority of teachers faced discrimination in the workplace. The task was not defined equally according to designation. The majority are faced with a heavy workload at the workplace. The majority faced health issues due to the culture of the workplace and workload. All these workplace issues demoralize the teachers. All these issues create conflict in the workplace. Previous studies indicated that a high level of well-being increases the performance of the teachers, and it also increases the students' outcomes and results. For the betterment and enhancement of teachers' well-being, there should be some pattern of work, some ethics, and some standards in the workplace.

### **Recommendations/Suggestions**

Keeping in view the findings and discussion of this study, the following recommendations were made.

1. In conclusion, this study aims to contribute to a growing body of literature on teacher well-being in higher education and provide evidence-based insights for faculty members to improve the academic workplace.
2. The researchers conducted this research only at teachers at the university level; in the future, researchers can conduct the study at teachers of primary and graduate levels.
3. Universities should conduct a survey on an annual basis to check the performance and satisfaction of their teachers.



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