



## The Foundation's Commitment to Enhancing the Individual Well-Being of Integrated Islamic Junior High School Teachers in Jambi Province

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### ABSTRACT

This research examines the commitment of foundations in enhancing the individual well-being of Integrated Islamic Junior High School (SMPIT) teachers in Jambi Province. The study explores multifaceted strategies, including financial stability, professional growth opportunities, and socio-cultural support, aimed at improving the quality of life and job satisfaction for teachers. Drawing upon Herzberg's Two-Factor Theory and Maslow's Hierarchy of Needs, the research emphasizes the importance of addressing both intrinsic and extrinsic factors in fostering teacher well-being. The findings reveal that a comprehensive and collaborative approach by foundations significantly impacts teacher motivation and performance, contributing to the sustainability of education development in Islamic schools. The study provides practical insights and recommendations for policymakers and educational stakeholders to further enhance teacher welfare systems.

**Keywords:** Individual Well-Being, Integrated Islamic Junior High Schools, Teacher

### Introduction

The well-being of teachers is a fundamental factor that directly influences the success of any educational system.[1] Teachers play a central role in shaping the educational experience of students, and their well-being is essential for maintaining a high-quality learning environment. When teachers are mentally, emotionally, and

physically healthy[2], they are better equipped to provide engaging, effective instruction and support for their students. Conversely, when teachers face challenges related to their well-being, such as financial instability[3], lack of professional development[4], or poor working conditions, their ability to perform their

duties and inspire students may be compromised.

Teachers' mental and emotional well-being is closely linked to their job satisfaction and motivation.[5] A teacher who feels supported, valued, and recognized in their role is more likely to be enthusiastic about their work and committed to their students' success. On the other hand, teachers who experience burnout, stress, or emotional exhaustion may struggle to maintain their effectiveness in the classroom. These negative outcomes not only affect the teacher's performance but can also have a ripple effect on the overall classroom atmosphere, leading to decreased student engagement and performance.[5]

Physical health is another critical aspect of teacher well-being.[6] Teachers who have access to good health care, exercise regularly, and manage stress effectively are more likely to have the energy and stamina required for the demanding nature of the teaching profession. Physical well-being enables teachers to manage long hours, remain active and present during lessons, and maintain the stamina needed for extracurricular activities. Without proper attention to their physical health, teachers may face issues like absenteeism, which can disrupt learning and diminish the overall quality of education in the classroom.

In addition to mental, emotional, and physical health, professional development is an essential aspect of teacher well-being. When teachers are provided with ongoing opportunities for skill enhancement, such as workshops, seminars, and mentorship programs, they feel empowered and capable in their profession. Continuous professional growth helps teachers stay motivated, adapt to new teaching methodologies, and keep their passion for teaching alive. Professional development

also contributes to a teacher's sense of purpose and accomplishment, which enhances job satisfaction and strengthens their commitment to the teaching profession.

Lastly, the social and cultural environment in which teachers work plays a significant role in their well-being. A supportive, collaborative school culture, where teachers feel respected by colleagues and administrators, fosters a positive work environment. Engaging in social and cultural activities, such as community service or religious events, can also improve teachers' emotional and psychological well-being.[7] These factors contribute to a sense of belonging and provide teachers with a network of support, which is vital for maintaining their well-being and ensuring their sustained success in the classroom.

The well-being of teachers is a critical component in the success of any educational system[8], particularly in Integrated Islamic Junior High Schools (SMPIT) where values-based education is emphasized. In Jambi Province, the role of foundations in enhancing teacher welfare has become increasingly significant. Teachers in these schools often face challenges such as financial constraints, limited professional development opportunities, and the need for socio-cultural support. Addressing these issues is essential for fostering a motivated and competent teaching workforce capable of delivering quality education. This study focuses on the commitment of foundations in Jambi Province to improving the individual well-being of SMPIT teachers, highlighting the importance of comprehensive welfare programs.

The research is grounded in Herzberg's Two-Factor Theory[9], which categorizes job factors into hygiene factors and motivators. Hygiene factors, such as salary and working conditions, prevent

dissatisfaction, while motivators, such as recognition and opportunities for growth, drive job satisfaction. Additionally, Maslow's Hierarchy of Needs provides a framework for understanding the various levels of teacher needs, from basic physiological needs to self-actualization.[10] These theories serve as a lens through which the foundation's initiatives are analyzed, offering a structured approach to evaluating their impact on teacher well-being.

While there is extensive literature on teacher welfare, studies focusing on the role of foundations in Islamic education contexts, particularly in Jambi Province, are limited. Existing research often overlooks the unique challenges and opportunities faced by SMPIT teachers, including the integration of Islamic values in welfare programs. This study addresses this gap by exploring how foundations tailor their strategies to meet the specific needs of SMPIT teachers, providing a localized perspective that contributes to the broader discourse on teacher welfare.

Recent advancements in teacher welfare programs have highlighted the importance of a holistic approach that combines financial, professional, and socio-cultural support.[11] Innovations such as personalized professional development plans and community-building activities have shown promise in enhancing teacher well-being. This study builds on these developments by examining their application in the context of SMPIT teachers in Jambi Province, offering insights into the effectiveness of these strategies in an Islamic education setting.

The novelty of this research lies in its focus on the intersection of individual well-being, Islamic education, and foundation-led initiatives. By integrating Herzberg's and Maslow's theories with empirical findings, the study provides a unique perspective on teacher welfare in SMPIT

schools. It also highlights the cultural and religious dimensions that shape the design and implementation of welfare programs, offering valuable insights for stakeholders in similar contexts.

### **Method**

This qualitative research utilizes a descriptive approach to investigate the foundation's commitment to improving teacher well-being in Jambi Province.[12] The study aims to explore the multifaceted strategies employed by foundations to support teachers' physical, emotional, and professional needs. The research seeks to uncover how these efforts contribute to teachers' overall well-being and the impact on their motivation, job satisfaction, and commitment to their roles. By examining the perspectives of key stakeholders, the study provides a comprehensive understanding of how foundational support enhances teachers' quality of life and their ability to contribute effectively to the educational process.

Data for this research were gathered through in-depth interviews with various participants[13], including foundation representatives, school administrators, and teachers from integrated Islamic junior high schools (SMPIT) in Jambi Province. These interviews offered valuable insights into the specific initiatives implemented by foundations to improve teacher welfare. In addition to the interviews, data were collected from relevant policy documents, program reports, and teacher feedback surveys, providing a well-rounded view of the foundation's efforts and the teachers' experiences. These multiple data sources allowed for a more complete understanding of the factors influencing teacher well-being.

To analyze the data, thematic analysis was employed to identify recurring patterns and key themes related to the foundation's initiatives.[14] The analysis focused on three main areas of teacher

well-being: financial stability, professional development, and socio-cultural support. Financial stability was assessed through teachers' perceptions of salary adjustments, allowances, and benefits, which were found to play a significant role in enhancing their sense of security. Professional development opportunities, such as training programs, workshops, and seminars, were also analyzed for their contribution to teachers' growth and job satisfaction. Lastly, the socio-cultural support provided by the foundation, including community engagement and religious activities, was explored for its impact on teachers' emotional and psychological well-being.

To ensure the validity of the findings, the research employed several techniques such as triangulation[15], member checking, and peer debriefing. Triangulation involved cross-checking data from multiple sources to confirm the consistency of the findings. Member checking allowed participants to review and verify the accuracy of the information gathered during interviews, ensuring that their perspectives were accurately represented. Peer debriefing provided an opportunity for external researchers to review the findings and offer insights, further enhancing the credibility and trustworthiness of the results.

The research findings highlight the foundation's multifaceted approach to improving teacher well-being in Jambi Province. By addressing financial stability, professional development, and socio-cultural support, the foundation demonstrates its commitment to enhancing the quality of life for teachers. These efforts not only contribute to teachers' personal satisfaction and motivation but also improve their ability to deliver high-quality education to students. The study underscores the importance of comprehensive support for teachers, which

in turn has a positive impact on the overall educational environment.

## Results and Discussion

### Results

This study reveals that foundations in Jambi Province employ a multifaceted approach to improving teacher well-being. The initiatives adopted include financial support, professional development programs, and socio-cultural activities that promote a sense of community and alignment with Islamic values. Teachers reported increased motivation, job satisfaction, and stronger commitment to their roles as a result of these initiatives.

A key component of these efforts is financial support, which includes salary adjustments, allowances, and health benefits. These measures address the basic financial needs of teachers, providing them with a sense of security. By ensuring a stable income, teachers are better able to focus on their work and improve their quality of life without worrying about their financial stability. The financial support not only meets their basic needs but also enhances their overall economic well-being.

In addition to financial support, the foundations emphasize the importance of professional development through workshops, seminars, and mentoring programs. These opportunities allow teachers to enhance their skills, stay updated with the latest educational trends, and advance in their careers. By investing in the professional growth of teachers, the foundations help them feel valued and competent in their roles, which increases job satisfaction and motivation. As teachers improve their skills and knowledge, they become more effective in their teaching, benefiting both themselves and their students.

Another important aspect of these programs is the focus on socio-cultural initiatives. These include community engagement and religious activities that foster a sense of belonging and connect teachers with Islamic values. Participation in these activities strengthens the teachers' social ties, helping them build positive relationships with colleagues, students, and the wider community. By creating an environment where teachers feel supported and appreciated, these initiatives contribute to their emotional and social well-being, making them more committed to their teaching roles.

The findings of this study highlight the positive impact of these initiatives on the overall well-being of teachers in Jambi Province. Teachers reported improved physical and mental health, a stronger sense of purpose, and greater job satisfaction. The holistic approach adopted by the foundations, which addresses both financial and personal development needs, has proven effective in enhancing the individual well-being of teachers. This approach not only benefits the teachers themselves but also positively influences the quality of education provided to students.

In conclusion, the foundations in Jambi Province have shown a strong commitment to enhancing the individual well-being of teachers by providing comprehensive support that addresses various aspects of their lives. The financial, professional, and socio-cultural initiatives contribute to the physical, mental, and emotional well-being of teachers, which in turn fosters a positive work environment and improves the quality of education. By prioritizing teacher well-being, these foundations are ensuring that teachers are motivated, fulfilled, and capable of providing the best possible education to their students.

## Discussion

The findings of this research indicate that foundations in Jambi Province have adopted a comprehensive and holistic approach to improving the well-being of teachers. This success is evident in the positive impact on work motivation, job satisfaction, and teachers' commitment to their profession. The approach implemented covers various aspects of individual well-being, including financial support, professional development, and social and cultural involvement.

### Financial Support

Financial support plays a crucial role in ensuring the economic well-being of teachers, as evidenced by this study's findings. Salary adjustments, allowances, and health benefits provided by the foundations in Jambi Province have significantly alleviated the financial burdens faced by teachers. This financial security enables them to concentrate on their teaching responsibilities, free from the distractions of economic concerns. Maslow's Hierarchy of Needs supports this assertion[16], as it highlights financial stability as a foundational need that must be met before individuals can pursue higher-order needs, such as professional achievement and self-actualization.

The provision of salary adjustments and allowances has not only improved teachers' financial stability but also contributed to their overall job satisfaction. When teachers receive fair and competitive compensation, they feel valued and recognized for their contributions to education. Herzberg's Two-Factor Theory reinforces this idea[17], emphasizing that adequate financial compensation is a key hygiene factor that prevents dissatisfaction and promotes a positive attitude toward work. By addressing economic challenges, these financial initiatives have strengthened teachers' commitment to their roles,

boosting their morale and productivity in the classroom.

Health benefits provided by the foundations further enhance the economic and overall well-being of teachers. Access to affordable healthcare reduces the financial strain of medical expenses and allows teachers to prioritize their health. This aligns with the concept of "occupational well-being" as proposed by Warr[18], which includes economic security and physical health as integral components. Healthy and financially secure teachers are more resilient and better equipped to handle the demands of their profession, resulting in improved performance and reduced absenteeism.

Financial stability also empowers teachers to plan for a better future, including investing in further education, saving for their families, and achieving personal goals. This long-term planning fosters a sense of control and hope, which are critical for sustaining motivation and engagement. The Self-Determination Theory by Deci and Ryan highlights the importance of autonomy in individuals' lives[19], including their ability to make financial decisions that align with personal aspirations. Teachers who experience financial stability are more likely to feel autonomous and satisfied in their professional and personal lives.

Moreover, the positive impact of financial support extends beyond the individual teacher to the broader educational environment. Teachers who are financially secure are more likely to create a stable and positive classroom atmosphere, which benefits students' learning experiences. Bronfenbrenner's Ecological Systems Theory underscores the interconnectedness of individuals and their environments[20], suggesting that the well-being of teachers directly influences the educational outcomes of their students. Thus, by addressing the

economic well-being of teachers, the foundations in Jambi Province have made a broader contribution to improving the quality of education.

In conclusion, financial support is a cornerstone of teacher well-being and professional performance. The salary adjustments, allowances, and health benefits provided by the foundations have addressed a critical need, enabling teachers to focus on their roles with peace of mind. Supported by theoretical frameworks such as Maslow's Hierarchy of Needs and Herzberg's Two-Factor Theory, this study highlights the profound impact of economic well-being on teachers' job satisfaction, motivation, and overall quality of life, ultimately contributing to a stronger and more effective educational system.

### **Professional Development**

Professional development is a pivotal element in enhancing teacher well-being and performance, as underscored by this research. Training initiatives such as workshops, seminars, and mentoring sessions empower teachers by providing them with the tools to refine their skills and expand their knowledge. These opportunities signal recognition and investment in their growth, which bolsters their sense of self-worth and professional identity. According to Bandura's Social Learning Theory, when individuals observe effective practices in training settings and receive reinforcement, they are more likely to adopt these practices in their professional environments, resulting in improved teaching efficacy.

Workshops and seminars create platforms for collaborative learning, where teachers can exchange ideas, share challenges, and explore innovative teaching strategies. This aligns with Vygotsky's Sociocultural Theory[21], which emphasizes the significance of social interaction in learning and skill

development. By participating in such professional development activities, teachers not only enhance their instructional methods but also build supportive networks that contribute to their overall job satisfaction. This collective engagement fosters a sense of community and belonging, which is essential for sustaining motivation and reducing professional isolation.

Mentoring, as another form of professional development, provides personalized guidance and support, particularly for novice teachers. The mentorship process helps teachers navigate the complexities of their roles, fostering confidence and competence. According to Kram's Mentoring Theory[22], the relationship between a mentor and mentee facilitates both career development and psychosocial support, enhancing the mentee's ability to address professional challenges effectively. Teachers who receive mentoring are more likely to feel equipped to handle their responsibilities, leading to improved classroom performance and a stronger commitment to their roles.

The impact of professional development extends beyond skill enhancement to influencing teachers' perceptions of their purpose and value in the profession. Programs that prioritize continuous learning and self-improvement cultivate a culture of excellence, where teachers view their work as meaningful and aligned with their personal and professional aspirations. Self-Determination Theory supports this, suggesting that fulfilling intrinsic needs for competence, autonomy, and relatedness enhances motivation and job satisfaction. When teachers experience a sense of achievement through professional development, they are more likely to exhibit higher levels of engagement and dedication to their work.

Furthermore, professional development contributes to the broader educational landscape by directly improving the quality of instruction. Teachers who are confident in their abilities and equipped with up-to-date pedagogical practices can better address students' diverse needs, creating dynamic and inclusive learning environments. Bronfenbrenner's Ecological Systems Theory highlights the ripple effect of such improvements, where the professional well-being of teachers positively influences students' academic outcomes and overall school climate.

In conclusion, the findings of this research underscore the critical role of professional development in fostering teacher well-being and professional effectiveness. Workshops, seminars, and mentoring programs not only enhance teachers' skills but also provide them with a sense of accomplishment and purpose in their careers. Supported by theories such as Social Learning Theory and Self-Determination Theory, this evidence highlights that professional well-being is integral to teacher satisfaction, commitment, and the overall quality of education. By prioritizing professional development, educational foundations can create a sustainable model for continuous improvement and success in teaching and learning.

### **Social and Cultural Involvement**

Social and cultural well-being is a vital dimension of overall teacher well-being, as highlighted in this study. Teachers' participation in social and religious activities significantly enhances their emotional and psychological health. Activities such as community service, group discussions, and religious observances allow teachers to form meaningful connections with their peers and the broader community. These interactions

fulfill a fundamental human need for belonging, as posited by Maslow's Hierarchy of Needs, where social belonging is a critical layer in achieving overall well-being and self-actualization.

Community engagement activities strengthen social bonds among teachers, fostering a sense of solidarity and mutual support. Durkheim's theory of social cohesion explains that shared experiences in group settings contribute to a collective identity and shared purpose.[23] For teachers, these bonds extend beyond personal relationships to professional collaboration, creating a supportive environment that enhances job satisfaction and reduces feelings of isolation. In this context, teachers can share challenges, celebrate successes, and gain encouragement, fostering resilience in the face of professional demands.

Religious activities play an equally significant role by providing a spiritual foundation and moral alignment for teachers. Participation in rituals, prayers, or religious celebrations reinforces values of empathy, compassion, and responsibility, which often underpin the teaching profession. Frankl's Logotherapy Theory suggests that finding meaning in one's work or life is a cornerstone of psychological well-being. For many teachers, engaging in religious practices connects their roles as educators to a higher purpose, reinforcing the moral and ethical dimensions of their work and instilling a deeper sense of commitment.

The sense of appreciation and acknowledgment teachers experience through their involvement in social and cultural activities further boosts their emotional well-being. When teachers feel valued by their communities and institutions, it validates their efforts and contributions, enhancing their professional identity. This aligns with Herzberg's Two-Factor Theory, where recognition and

achievement are motivating factors that drive job satisfaction. Feeling appreciated through social and cultural engagements not only uplifts teachers' spirits but also motivates them to contribute more effectively to their schools.

The emotional benefits of social and cultural well-being translate into tangible improvements in the workplace environment. Teachers who feel connected and appreciated are more likely to contribute to a harmonious and positive school culture. Bronfenbrenner's Ecological Systems Theory highlights the interplay between personal well-being and the surrounding environment. In schools, emotionally fulfilled teachers are better equipped to foster a nurturing atmosphere for students, leading to improved academic and social outcomes.

Moreover, the study indicates that teachers' involvement in social and cultural activities promotes their ability to manage stress and maintain a healthy work-life balance. Engagement in meaningful extracurricular activities serves as a form of emotional release, helping teachers cope with the demands of their profession. According to the Conservation of Resources (COR) Theory by Hobfoll[24], such activities replenish personal resources, like emotional energy and resilience, that are often depleted in high-stress professions like teaching.

In conclusion, social and cultural well-being is a critical component of teacher well-being, deeply intertwined with emotional, psychological, and professional health. Participation in social and religious activities fosters connections, builds solidarity, and strengthens teachers' sense of purpose and appreciation. Supported by theories such as Maslow's Hierarchy of Needs and Durkheim's Social Cohesion, this dimension of well-being demonstrates the importance of integrating social and cultural engagement into strategies for



teacher support. By prioritizing these activities, schools and educational foundations can cultivate a more supportive, harmonious, and effective teaching environment.

### **Improving the Quality of Education**

Improving teachers' well-being has far-reaching effects beyond their personal lives, significantly influencing the quality of education delivered in classrooms. Research in education psychology highlights that teachers with a high sense of well-being are more engaged, motivated, and effective in their roles. This aligns with the Self-Determination Theory, which emphasizes that individuals who experience autonomy, competence, and relatedness are better positioned to perform effectively in their professional environments. When teachers' financial, professional, and social well-being is prioritized, these basic psychological needs are fulfilled, leading to enhanced performance and a more enriching educational experience for students.

Financial well-being, for instance, alleviates stress related to economic insecurity, enabling teachers to focus entirely on their instructional responsibilities. Teachers who do not have to worry about meeting basic financial needs can devote their cognitive and emotional resources to developing innovative teaching strategies and building positive relationships with their students. This is supported by Maslow's Hierarchy of Needs, which states that individuals must have their physiological and safety needs met before they can achieve higher-level goals, such as self-actualization, which directly correlates with professional excellence.

Professional well-being is another critical factor that impacts teaching quality. When teachers have access to training, mentoring, and professional development

programs, they acquire advanced pedagogical skills and updated knowledge in their fields. This equips them to implement effective teaching practices and cater to diverse learning needs. The TPACK (Technological Pedagogical Content Knowledge) framework illustrates the importance of integrating content expertise with pedagogical and technological knowledge for effective teaching.[25] Teachers who feel supported in their professional growth are more likely to adopt innovative approaches, resulting in better learning outcomes for students.

Social well-being contributes significantly to creating a positive and collaborative school culture, which directly affects the learning environment. Teachers who feel connected to their colleagues and supported by their community are more likely to work together to solve problems, share resources, and foster a sense of teamwork. Vygotsky's Sociocultural Theory underscores the importance of social interactions in shaping cognitive and professional development.[21] In a supportive environment, teachers can engage in reflective practices and collaborative learning, which ultimately benefit students through improved instructional strategies and cohesive classroom management.

Moreover, teachers' well-being directly influences their emotional resilience and capacity to model positive behaviors for their students. Social and Emotional Learning (SEL) frameworks highlight that teachers with strong emotional well-being can better manage stress, build meaningful relationships, and create a supportive classroom climate.[26] This emotional stability not only enhances their teaching effectiveness but also encourages students to adopt similar behaviors, promoting a healthy and inclusive learning environment.

Improved teacher well-being also leads to greater job satisfaction and retention, which are critical for maintaining continuity and stability in educational institutions. High turnover rates among teachers often disrupt the learning process and affect student achievement. By addressing the well-being of teachers, foundations and schools foster a sense of loyalty and commitment, ensuring that experienced educators remain in the system. Research by Darling-Hammond et al. emphasizes that teacher retention is closely tied to supportive working conditions and opportunities for professional growth.[27]

In the context of madrasahs, where moral and spiritual education is often as important as academic achievement, the well-being of teachers plays a pivotal role in shaping the values and attitudes of students. Teachers who are well-supported in all dimensions of their well-being are better equipped to integrate spiritual and ethical teachings into their lessons, thereby contributing to the holistic development of students. This aligns with the holistic education philosophy, which seeks to nurture not only cognitive but also emotional and spiritual dimensions of learners.

In conclusion, improving teachers' well-being is not merely an act of supporting educators but an essential strategy for enhancing the overall quality of education. Foundations and educational institutions must recognize that the financial, professional, and social well-being of teachers is intrinsically linked to their effectiveness in the classroom. By prioritizing these aspects, they not only uplift individual teachers but also contribute to creating a thriving educational ecosystem that benefits students and the broader community.

### Challenges

Although this research shows positive results, challenges in implementing these well-being initiatives still exist. For instance, while there have been improvements in terms of financial and professional aspects, there are still challenges in ensuring that all teachers have equal access to these programs. Therefore, it is important for foundations to continuously monitor and evaluate the effectiveness of the programs being implemented and make necessary adjustments so that more teachers can benefit from them.

The study's findings align with Herzberg's Two-Factor Theory and Maslow's Hierarchy of Needs, demonstrating the importance of addressing both intrinsic and extrinsic factors in enhancing teacher well-being. The foundation's initiatives effectively address hygiene factors, such as financial stability, while also providing motivators, such as recognition and professional growth opportunities. By aligning welfare programs with Islamic values, the foundations create a culturally relevant approach that resonates with SMPIT teachers. This research contributes to the academic discourse on teacher welfare by highlighting the unique dynamics of Islamic education and the role of foundations in fostering.

### Conclusion

In conclusion, this study underscores the critical role of foundations in enhancing the individual well-being of SMPIT teachers in Jambi Province. By adopting a comprehensive and culturally sensitive approach, these foundations address financial, professional, and socio-cultural needs, fostering teacher motivation and performance. The findings highlight the importance of collaborative efforts between foundations, school

administrators, and policymakers to sustain and expand welfare programs.

Recommendations include further refinement and expansion of welfare initiatives to ensure inclusivity and long-term sustainability. Stakeholders should prioritize teacher engagement in the design and implementation of programs, ensuring they align with the specific needs and values of SMPIT teachers. Future research could explore the long-term impacts of these initiatives on teacher retention and student outcomes, as well as their applicability in other regions and educational contexts.

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