

Chapter 4. SUPPORTING THE WELL-BEING OF CHILDREN AND TEACHERS IN TIMES OF EDUCATIONAL UNCERTAINTY: MANAGEMENT STRATEGIES AND PRACTICAL TOOLS FOR SUSTAINING EDUCATIONAL QUALITY

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Abstract. *This chapter examines the well-being of teachers and children as a condition for sustaining educational quality in times of educational uncertainty. The study is based on the premise that uncertainty in contemporary education should be understood not only as a situational disruption but as a broader condition that affects organizational stability, pedagogical interaction, emotional safety, and the capacity of educational institutions to maintain coherent and supportive learning environments. The chapter analyzes contemporary approaches to educational uncertainty, teacher well-being, student well-being, leadership, organizational culture, and practical strategies for support in educational settings. Particular attention is paid to the interdependence of teacher and student well-being and to the institutional mechanisms through which educational environments either buffer or intensify the effects of instability. The methodological design combines theoretical analysis and synthesis of current research with the interpretation of empirical data from a teacher survey and the analysis of educational practices. The empirical findings show that teachers' professional well-being is shaped primarily by administrative support, the psychological climate within the staff, and professional collaboration, whereas students' well-being depends above all on positive relationships with teachers, a supportive classroom atmosphere, and peer support. On this basis, the chapter substantiates an integrated model of well-being support that combines managerial, pedagogical, psychological, and social dimensions. It is argued that educational quality in uncertain conditions depends not only on instructional continuity and formal academic outcomes but also on institutions' ability to preserve trust, engagement, emotional safety, and professional sustainability. The chapter concludes that well-being should be treated as a strategic component of educational management and as one of the conditions that make humane, stable, and effective education possible.*

Keywords: *educational uncertainty; well-being; teacher well-being; student well-being; educational leadership; organizational culture; supportive educational environment; educational quality.*

Introduction

Contemporary educational systems increasingly function under conditions of instability, accelerated change, and growing institutional complexity. Educational institutions are expected to preserve the continuity and quality of the educational process while simultaneously responding to pressures that affect organizational routines, pedagogical interaction, and the psychological state of all participants in education. Under such conditions, educational quality can no longer be interpreted solely through academic outcomes, curriculum implementation, or formal indicators of institutional effectiveness. It also depends on whether the educational environment remains psychologically sustainable, socially supportive, and organizationally responsive for both teachers and children (Bozkurt et al., 2020; UNESCO, 2020).

Educational uncertainty should therefore be understood not as an isolated disruption, but as a broader and more durable condition of contemporary education. It emerges through the interaction of social transformation, technological shifts, resource limitations, changing policy expectations, and the need for rapid adaptation to unpredictable circumstances. The pandemic period made these processes especially visible, revealing how fragile educational continuity may become when schools are forced to reorganize learning conditions, communication practices, and support mechanisms within a very short time. In such situations, uncertainty affects not only the technical organization of teaching and learning but also trust, predictability, emotional safety, and the perceived stability of the educational environment (Bozkurt et al., 2020; Kim & Asbury, 2020).

This shift has intensified scholarly attention to the well-being of participants in the educational process. In current research, well-being is increasingly interpreted as a multidimensional construct that includes psychological, emotional, social, professional, and organizational dimensions of functioning within

educational settings. In relation to teachers, it encompasses professional resilience, emotional stability, perceived support, job satisfaction, and the capacity to sustain effective pedagogical work under pressure. In relation to children, it includes emotional safety, school connectedness, a sense of belonging, supportive interaction with teachers and peers, and engagement in learning. Such an understanding makes it possible to treat well-being not as an auxiliary matter of personal comfort, but as a systemic condition for the functioning and sustainability of the educational environment (Dreer, 2023; Gámez-Genovart et al., 2025; Kurrle et al., 2025).

The growing relevance of this issue is also linked to the fact that the relationship between well-being and educational quality has become increasingly evident in both empirical research and educational practice. Teachers' professional well-being is associated with instructional functioning, professional engagement, retention, and the quality of pedagogical interaction, whereas children's well-being influences motivation, self-regulation, participation, and learning engagement (Day & Gu, 2014; Dreer, 2023). When the educational environment fails to support these dimensions, the consequences extend beyond temporary emotional discomfort. They may include professional exhaustion, reduced job satisfaction, weakened classroom climate, lower student engagement, and a diminished institutional capacity to maintain quality under conditions of instability (Collie, 2021; Ozturk et al., 2024).

At the same time, contemporary scholarship shows that this field remains conceptually fragmented. Teacher well-being, student well-being, burnout, resilience, school connectedness, organizational climate, leadership, and social and emotional learning are often studied as related but analytically separate domains. As a result, the literature contains a substantial body of evidence, yet comparatively fewer integrative analyses explain how these dimensions function together as a coherent system for sustaining educational quality in times of uncertainty. This gap is especially significant for educational management, because the practical question is not merely whether well-being matters, but how educational institutions can organize conditions, relationships, and support mechanisms so that well-being

becomes an embedded component of educational quality rather than an isolated supportive initiative (Gámez-Genovart et al., 2025; Kurrle et al., 2025; Wu, 2025).

Another important aspect is that well-being in education is shaped not only by individual coping capacities but also by institutional arrangements. Leadership style, organizational culture, administrative support, professional collaboration, internal communication, and partnership-based interaction all influence whether educational institutions are able to create a stable and humane environment for teaching and learning. Research has shown that supportive leadership and positive organizational conditions are associated with lower emotional exhaustion, stronger professional functioning, and greater sustainability of pedagogical work (Collie, 2021; Day & Gu, 2014; OECD, 2019). In this regard, well-being should be located simultaneously in the psychological, pedagogical, and managerial dimensions of education. Such an approach allows it to be considered not merely a peripheral theme but a strategic resource for sustaining the educational process.

This perspective is equally relevant to children's well-being. Recent studies increasingly emphasize that the quality of students' educational experience depends not only on academic provision but also on whether the school environment fosters belonging, connectedness, emotional safety, and constructive relationships. Positive teacher-student relationships and whole-school conditions that support belonging strengthen resilience, improve engagement, and contribute to healthier patterns of participation in educational life (Allen et al., 2016; Baker et al., 2008; Wu, 2025). Likewise, universal school-based social and emotional learning programs have been shown to support both student development and the broader school climate, which reinforces the idea that well-being and educational quality should be approached as mutually connected rather than parallel goals (Cipriano et al., 2024; Jennings & Greenberg, 2009; Zins et al., 2004).

In this regard, particular attention should be paid to practical approaches that support well-being at different levels of educational functioning. Contemporary research points to the value of social and emotional learning, reflective practice, professional learning communities, emotionally supportive

pedagogical interaction, and institutional systems that combine psychological, pedagogical, and organizational measures. However, the effectiveness of such approaches depends on whether they are implemented as isolated interventions or as part of a coordinated institutional strategy. Sustainable improvement becomes possible only when support for well-being is integrated into the daily life of the educational institution, including teaching practice, professional development, school leadership, and internal support systems (Avola et al., 2025; Hargreaves & Fullan, 2012; OECD, 2021).

The purpose of this chapter is to analyze the relationships among educational uncertainty, the well-being of teachers and children, and the quality of education, and to systematize managerial, pedagogical, and psychological mechanisms for supporting well-being in educational institutions.

To achieve this purpose, the chapter addresses several interrelated objectives. First, it clarifies contemporary approaches to understanding educational uncertainty and well-being in the educational process. Second, it systematizes the main factors influencing the well-being of teachers and children in educational settings. Third, it examines the relationship between well-being, organizational conditions, and the quality of education. Fourth, it substantiates an integrated system of managerial and pedagogical tools that may support well-being in educational institutions under conditions of instability and change.

The chapter is based on a combination of theoretical and empirical analytical procedures. It includes the analysis and synthesis of contemporary scientific literature, the comparative generalization of theoretical approaches, the systematization of key factors shaping well-being in educational environments, and the interpretation of empirical data obtained through a survey of teachers and the analysis of educational practices aimed at fostering a supportive climate in educational institutions. This combination makes it possible to consider well-being not only as a theoretical category, but also as a practical domain of educational management and pedagogical action.

The chapter's structure follows this logic. It first reviews contemporary scholarship on educational uncertainty, teacher

well-being, student well-being, leadership, organizational culture, and supportive educational practices. It then presents the methodological foundations of the analysis and discusses the main results concerning the factors that shape well-being and their connection to educational quality. Particular attention is given to the role of educational leadership, professional support for teachers, positive teacher-student relationships, and the integration of social and emotional learning into a broader institutional system of support. The chapter concludes with a discussion of the findings and practical implications for creating educational environments that are not only effective but also psychologically sustainable and developmentally supportive.

Analysis of current research

Educational Uncertainty as a Contemporary Condition of the Educational Process

Educational uncertainty has become a stable feature of contemporary education rather than a temporary disruption. It emerges through the interaction of social change, technological transformation, institutional pressure, and the need for rapid adaptation to unstable conditions. In such circumstances, the educational process becomes more vulnerable to interruptions, weakened predictability, communication difficulties, and emotional strain. Research shows that uncertainty affects not only the organization of teaching and learning, but also the quality of relationships, the sense of safety within school life, and the capacity of educational institutions to maintain continuity and trust (Bozkurt et al., 2020; Kim & Asbury, 2020).

This means that educational quality in uncertain conditions cannot be interpreted only through academic outcomes or formal instructional continuity. It also depends on whether the school remains a supportive, coherent, and psychologically sustainable environment for teachers and children. In this perspective, educational uncertainty highlights the interdependence of organizational conditions, pedagogical interaction, and participants' well-being, making well-being one of the conditions through which educational quality is preserved (Day & Gu, 2014; OECD, 2019).

An important implication of this understanding is that educational uncertainty changes not only the operational conditions of schooling but also the criteria by which institutional effectiveness is judged. In stable contexts, effectiveness is often associated with continuity, predictability, and measurable outcomes. Under uncertain conditions, however, institutions are also evaluated by their ability to remain adaptive without fragmenting, and by their capacity to preserve supportive interactions while responding to change. This broader interpretation shifts attention from formal stability alone to the resilience of the educational environment as a whole. It also explains why uncertainty should be studied not merely as a disruptive factor, but as a condition that reveals the deeper dependence of educational quality on relationships, trust, and institutional support.

Teacher Well-Being: Stress, Burnout, Resilience, and Professional Agency

Teacher well-being is increasingly viewed as a multidimensional construct that includes emotional stability, job satisfaction, resilience, perceived support, and the capacity to sustain effective pedagogical work. Contemporary studies show that teachers' well-being is influenced not only by personal coping resources but also by organizational climate, leadership, workload, collegial relations, and access to professional development (Dreer, 2023; Gámez-Genovart et al., 2025; Ozturk et al., 2024).

Particular attention in the literature is given to stress and burnout as risks that weaken pedagogical effectiveness and professional retention. At the same time, resilience, emotional regulation, and professional agency are considered important protective resources. These resources, however, are not formed in isolation. They are strengthened or undermined by institutional conditions. Thus, teacher well-being should be treated not only as an issue of occupational health, but also as a dimension of educational quality and institutional sustainability (Beltman et al., 2011; Collie, 2021; Day & Gu, 2014).

This broader perspective also helps explain why teacher well-being has become increasingly relevant in discussions of educational sustainability. Teachers are not only transmitters of curriculum content; they are central actors in maintaining continuity, emotional stability, and pedagogical coherence within the educational process. When their professional well-being is undermined, the effects extend beyond individual distress and may alter the quality of communication, the responsiveness of instruction, and the overall school climate. For this reason, supporting teacher well-being should be understood as an investment in the institution's long-term capacity to function effectively under pressure rather than as a narrowly individualized form of professional assistance.

Student Well-Being: Belonging, Connectedness, Resilience, and Engagement

Student well-being is likewise interpreted as a multidimensional phenomenon that includes emotional safety, belonging, connectedness, supportive relationships, resilience, and engagement in learning. In recent research, the concepts of school connectedness and belonging have become especially important because they explain how learners experience school not only as an instructional setting, but also as a relational and social environment (Allen et al., 2016; Wu, 2025).

Studies show that student well-being is strongly influenced by teacher-student relationships, classroom climate, peer support, and opportunities for meaningful participation. Resilience is viewed not as a fixed individual trait, but as a dynamic process supported by predictable routines, supportive interaction, and inclusive school conditions. This means that student well-being is directly linked to learning engagement and should be considered one of the conditions through which educational quality is sustained (Cipriano et al., 2024; Jennings & Greenberg, 2009; Masten & Motti-Stefanidi, 2020).

This interpretation is especially important because it positions student well-being within the core logic of educational participation rather than at the margins of school life. A learner's ability to remain attentive, motivated, and involved in learning

depends to a considerable degree on whether the school environment is experienced as meaningful and emotionally secure. When belonging and connectedness are present, students are more likely to interpret challenges as manageable and to remain engaged even in unstable situations. When these conditions are weak, disengagement may emerge gradually and remain unnoticed until it affects both academic participation and broader developmental outcomes. Thus, student well-being should be treated as both an educational and a relational condition of successful schooling.

Leadership, Organizational Culture, and Support Systems in Educational Institutions

The well-being of teachers and children depends substantially on institutional conditions. Leadership, organizational culture, and support systems shape the environment in which pedagogical interaction occurs and therefore influence whether schools remain coherent and supportive under pressure. Research demonstrates that supportive leadership is associated with teacher satisfaction, lower emotional exhaustion, and a stronger school climate, while a constructive organizational culture strengthens trust, collegiality, and the stability of professional functioning (Collie, 2021; Day & Gu, 2014; Gámez-Genovart et al., 2025).

Institutional support systems, including professional collaboration, mentoring, counseling, and mechanisms of communication and feedback, are especially important in uncertain conditions. They allow schools not only to respond to difficulties, but also to create continuity and shared responsibility. Thus, leadership and organizational culture should be viewed as mediating mechanisms through which uncertainty is either buffered or intensified within the educational process.

What follows from this is that institutional support for well-being cannot be reduced to the presence of separate services or formal policies alone. Its effectiveness depends on whether leadership, culture, and support structures operate in a coordinated way and are visible in everyday school life. A school may formally possess support mechanisms, but if communication

remains weak, trust is limited, or staff do not perceive support as accessible, these mechanisms will have only a partial impact. By contrast, where institutional norms encourage dialogue, shared responsibility, and responsiveness, support becomes a lived feature of the educational environment. This is why leadership and organizational culture should be understood as the conditions through which supportive systems either gain practical force or remain merely declarative.

Practical Approaches to Supporting Well-Being in Educational Settings

Contemporary research highlights several practical approaches that help sustain well-being in educational institutions. Among the most significant are social and emotional learning, reflective practice, professional learning communities, psychologically supportive pedagogy, counseling support, and partnership with families and communities (Cipriano et al., 2024; Hargreaves & Fullan, 2012; OECD, 2019).

The effectiveness of these approaches depends on whether they are implemented as isolated interventions or as part of a coherent whole-school strategy. The literature suggests that well-being is best supported when pedagogical, psychological, and organizational practices are aligned and embedded in the institution's everyday life. Therefore, practical support for well-being should be interpreted as a systemic rather than fragmentary dimension of educational management.

Taken together, these approaches suggest that practical support for well-being should be interpreted as a continuous institutional process rather than as a set of occasional corrective actions. Their value lies not only in helping schools respond to already visible difficulties, but also in creating a climate in which emotional safety, collaboration, and supportive interaction become normal features of educational life. In this sense, practical approaches function most effectively when they reinforce one another: pedagogical practices support classroom climate, professional collaboration strengthens teacher resilience, and institutional coordination ensures that separate measures contribute to a broader whole-school logic. Such alignment makes

support for well-being more sustainable and more closely connected with the long-term quality of the educational process.

Methods and Analytical Design

This chapter is based on a combination of theoretical and empirical analytical procedures. The theoretical part includes the analysis and synthesis of contemporary scientific literature on educational uncertainty, teacher well-being, student well-being, leadership, organizational culture, and supportive educational practices. A comparative analysis was used to identify common and distinctive approaches to understanding well-being in educational settings, while systematization and generalization enabled the identification of the main factors influencing the quality and sustainability of the educational process.

The empirical component relies on data from a teacher survey and on the analysis of educational practices aimed at fostering a supportive psychological climate in educational institutions. The obtained data were used not for broad statistical generalization, but to identify dominant tendencies and practically significant relationships among organizational support, professional well-being, and the characteristics of the educational environment.

The analytical design of the chapter integrates three interrelated levels of interpretation: the conceptual level, which clarifies the theoretical meaning of educational uncertainty and well-being; the organizational level, which examines leadership, culture, and support systems; and the practical level, which systematizes concrete approaches to supporting the well-being of teachers and children in educational settings.

Results

Educational Uncertainty, Well-Being, and Quality of Education: A Conceptual Model

The analysis presented in the previous sections makes it possible to conceptualize the relationship between educational uncertainty, well-being, and quality of education as a dynamic and

interdependent system rather than a sequence of isolated influences. In this system, uncertainty functions not simply as an external challenge, but as a condition that changes the requirements placed on educational institutions, teachers, and children. It intensifies the need for adaptability, increases emotional and organizational strain, and makes the stability of the educational process more dependent on the relational and institutional resources available within the educational environment.

Within this framework, well-being should be treated as a mediating factor that links external instability to the internal capacity of the educational system to function effectively. Educational uncertainty does not influence educational quality only through logistical disruption or structural change. Its effects are mediated by how participants in the educational process experience uncertainty, how institutions organize support, and whether the educational environment preserves emotional safety, professional viability, and meaningful engagement in learning. In other words, uncertainty affects quality not directly, but through the conditions it creates for or against well-being.

The proposed conceptual model rests on three interconnected assumptions. First, educational uncertainty generates organizational, pedagogical, and psychological pressure within the educational environment. This pressure may take the form of disrupted routines, increased workload, reduced predictability, communication difficulties, emotional tension, and weakened continuity of interaction. Second, the impact of such pressure depends on the quality of institutional mediation. Leadership, organizational culture, support systems, and pedagogical practices may either buffer uncertainty or amplify its negative consequences. Third, the state of well-being among teachers and children directly influences the quality of the educational process by shaping instructional functioning, learning engagement, relational stability, and the overall sustainability of educational activity.

At the center of this model lies the idea that teacher well-being and student well-being are distinct but closely interconnected dimensions. Teacher well-being includes emotional stability, professional efficacy, perceived support, resilience, and

the capacity to sustain meaningful pedagogical work. Student well-being includes emotional safety, belonging, connectedness, self-regulation, and engagement in learning. These two dimensions interact continuously. When teachers operate in conditions of chronic stress, low support, or professional exhaustion, the quality of pedagogical interaction is likely to weaken, potentially reducing students' sense of safety, trust, and motivation. Conversely, when students experience disconnection, emotional strain, or low engagement, this may intensify the emotional burden of teaching and complicate professional functioning. Thus, teacher and student well-being should be understood not as parallel domains, but as mutually influencing components of the educational environment.

The model also emphasizes the institutional level as a decisive mediating space. Educational leadership, organizational culture, and support systems are not external additions to pedagogical work. They determine whether the school is capable of transforming instability into a manageable challenge rather than an accumulated strain. Supportive leadership provides direction, recognition, and coherence. A constructive organizational culture fosters trust, collegiality, and open communication. Support systems make it possible to respond to emotional, social, and professional difficulties before they develop into deeper forms of disengagement or exhaustion. Together, these elements shape the institutional capacity to protect well-being under pressure.

A further element of the model concerns pedagogical and relational practices. Even in institutions with supportive leadership, educational quality cannot be sustained if well-being is not enacted in daily educational interaction. Social and emotional learning, reflective practice, positive teacher–student relationships, peer collaboration, and partnership with families function here as concrete mechanisms through which institutional values are translated into lived educational experience. These practices strengthen the school's relational fabric and make well-being visible in everyday routines rather than in formal declarations alone.

In this conceptualization, the quality of education is interpreted broadly. It includes not only academic achievement or formal compliance with curricular standards, but also the ability of the educational process to remain coherent, inclusive, engaging, and developmentally supportive under changing conditions. Such an understanding does not weaken academic expectations. On the contrary, it clarifies that sustained educational quality depends on the human and institutional conditions that enable meaningful learning. Where well-being is undermined, educational quality becomes more fragile, even if formal instructional structures remain in place. Where well-being is systematically supported, schools are more likely to maintain participation, pedagogical continuity, and institutional resilience.

The model therefore can be summarized as follows: educational uncertainty creates pressure on the educational environment; institutional conditions mediate the extent to which this pressure is buffered or intensified; teacher and student well-being function as central mediating mechanisms through which uncertainty affects pedagogical interaction and learning engagement; and the quality of education emerges as the result of how successfully the institution sustains supportive, coherent, and adaptive conditions for teaching and learning. This interpretation allows well-being to be viewed not as a secondary outcome of effective schooling, but as one of the conditions that make effective schooling possible. Figure 1 visualizes the interdependence between educational uncertainty, institutional support, teacher and student well-being, and educational quality. The interrelationships among educational uncertainty, institutional support, teacher and student well-being, and educational quality are presented in Figure 1.

Educational Uncertainty	1.instability 2.rapid change 3.organizational pressure 4.emotional strain
Institutional Support Framework	1.Managerial Level (leadership; administrative support; coordination; communication) 2.Organizational Level (organizational culture; psychological climate; collegial trust; collaboration) 3.Pedagogical Level (supportive teacher-student interaction; classroom climate; SEL; reflective practice) 4.Social and Psychological Support Level (counseling; mentoring; peer support; family partnership)
Well-Being in the Educational Environment	1.Teacher Well-Being (emotional stability; resilience; professional agency; job satisfaction) 2.Student Well-Being (emotional safety; belonging; connectedness; engagement)
Educational Quality Outcomes	1.continuity of the educational process 2.pedagogical coherence 3.engagement in learning 4.supportive educational environment 5.sustainable educational quality
Feedback Loop	1.monitoring 2.reflection 3.improvement of support practices

Figure 1
Integrated model of well-being support in educational institutions

Source: Compiled by the authors based on the theoretical analysis conducted in this study.

From an analytical perspective, this conceptual model is important for two reasons. First, it integrates the main lines of contemporary research that are often treated separately: uncertainty, leadership, teacher well-being, student well-being, organizational culture, and practical support mechanisms. Second, it provides a framework for interpreting the empirical material presented in the following subsections. The survey data and the analysis of educational practices can be understood more clearly when viewed through this integrated perspective, because they show not isolated indicators, but the practical expression of broader systemic relationships.

Thus, the conceptual model developed in this section establishes the chapter's general logic. It shows that the preservation of educational quality in uncertain conditions depends not only on institutional adaptation in the narrow administrative sense, but also on the capacity of the educational

environment to support the well-being of those who teach and those who learn. On this basis, the next subsection turns to the empirical analysis of the factors shaping teachers' professional well-being.

Factors Shaping Teachers' Professional Well-Being

The empirical analysis confirms that teachers' professional well-being is shaped primarily by institutional and relational rather than purely individual factors. Although personal coping capacities and emotional resources remain important, the obtained data indicate that the quality of professional functioning depends to a considerable extent on how the educational institution organizes support, communication, and opportunities for professional development. In this respect, the empirical material aligns with the broader theoretical argument of the chapter: teacher well-being should be interpreted as a result of interaction between individual resilience and organizational conditions rather than as a private psychological characteristic detached from school life.

The empirical component of the study involved a survey of 120 teachers from general secondary education institutions with different lengths of teaching experience. The data show that teachers generally assessed their professional well-being as moderate or high, although a noticeable proportion reported lower evaluations. High levels were reported for psychological climate within the staff by 52% of respondents, for job satisfaction by 48%, for support from school administration by 45%, and for opportunities for professional development by 41%. At the same time, 14% of respondents reported low evaluations for psychological climate, 15% for job satisfaction, 16% for support from administration, and 17% for professional development opportunities. These data suggest that teachers' well-being cannot be interpreted as either uniformly positive or uniformly problematic; rather, it appears unevenly sustained and strongly dependent on institutional conditions.

The first group of data concerns teachers' assessments of their own professional well-being. The results show that the largest proportion of respondents evaluated job satisfaction, the psychological climate within the staff, and support from

administration at high or medium levels, while a smaller but still notable proportion reported low evaluations in each of these domains. This distribution is important for two reasons. On the one hand, it indicates that the participating institutions are not characterized by a uniformly negative professional climate. On the other hand, it demonstrates that professional well-being cannot be treated as fully secured, since a meaningful share of respondents still experience insufficient levels of support, recognition, or developmental opportunity. Such a pattern suggests that teachers' well-being in educational institutions is better understood as unevenly sustained rather than stable by default.

Particularly revealing is the fact that the highest positive evaluations were associated with the psychological climate within the staff, while opportunities for professional development received comparatively lower assessments. This suggests that teachers tend to perceive interpersonal and collegial conditions somewhat more positively than the institutionalized possibilities for long-term professional growth. From an analytical point of view, this distinction is significant. It implies that a supportive social climate, although essential, does not automatically guarantee that teachers experience the institution as professionally enabling. Educational institutions may therefore demonstrate relatively strong relational cohesion while still remaining limited in their capacity to provide structured developmental support.

This conclusion becomes even more evident when the second set of results is considered, namely the factors teachers identified as most influential for their professional well-being. Administrative support was ranked as the most significant factor, followed by a positive psychological climate in the staff, professional collaboration with colleagues, opportunities for professional development, and workload balance. Such a distribution points clearly to the institutional nature of well-being. The fact that administrative support occupies the leading position indicates that teachers' professional stability depends heavily on whether school leadership is perceived as accessible, responsive, and capable of creating predictable and humane working conditions.

When respondents were asked to identify the factors that most strongly influence their professional well-being, support from administration ranked first (36%), followed by a positive psychological climate within the staff (28%), professional collaboration with colleagues (18%), opportunities for professional development (12%), and workload balance (6%). This distribution indicates that teachers associate their professional well-being primarily with the institutional and relational organization of school life rather than with individual adaptive capacity alone.

The importance of administrative support should not be interpreted narrowly as dependence on formal management. Rather, it reflects the central role of leadership in structuring the environment in which teachers work. Administrative support likely condenses several experiences into one indicator: clarity of communication, fairness of expectations, recognition of effort, responsiveness to difficulty, and the creation of conditions in which teachers do not feel professionally isolated. In this sense, the prominence of this factor in the empirical data supports the theoretical position advanced earlier in the chapter, namely that leadership functions as a mediating institutional mechanism through which uncertainty and professional strain are either buffered or intensified.

The high ranking of the psychological climate within the staff similarly confirms that well-being is deeply relational. Teachers appear to experience their professional condition not only in terms of workload and formal responsibilities, but also through everyday interactions with colleagues and the broader institutional atmosphere. A positive psychological climate likely provides emotional reassurance, reduces feelings of individual burden, and enables a more collaborative response to difficulty. It may also increase the likelihood that teachers perceive challenges as shared and manageable rather than as private evidence of inadequacy. In this respect, collegial relations constitute not merely a background feature of professional life, but one of its central protective resources.

Professional collaboration with colleagues, although placed below administrative support and general climate, also occupies an important position in the hierarchy of factors. This finding suggests that teachers value structures of professional exchange

and mutual support, but perhaps distinguish them from the broader institutional atmosphere. Collaboration may be understood here as a more active and practice-oriented dimension of support, one that includes joint reflection, sharing of strategies, and collective response to pedagogical problems. Its importance in the empirical data reinforces the argument that well-being is linked not only to emotional comfort, but also to teachers' sense of being able to function meaningfully within a professional community.

A noteworthy result concerns the comparatively lower position of opportunities for professional development. This does not mean that professional growth is unimportant. Rather, it suggests that, under contemporary institutional conditions, teachers may experience greater immediate dependence on support, communication, and climate than on developmental opportunities alone. In other words, professional development may matter most when more basic organizational and relational conditions are already sufficiently secure. If the educational environment is perceived as unstable or insufficiently supportive, training opportunities by themselves may not compensate for the resulting emotional or professional strain.

The smallest percentage of responses was associated with workload balance. This result should be interpreted cautiously. It does not necessarily indicate that workload is objectively unimportant. More likely, it suggests that teachers interpret the burden of workload through broader institutional and relational frames. Excessive load may become more bearable when communication is clear, collegial support is available, and leadership is responsive. Conversely, even a moderate workload may feel overwhelming in settings where trust, predictability, and recognition are weak. Thus, the relatively lower position of workload in the empirical ranking does not diminish its relevance, but rather indicates that teachers' experience of load is shaped by the wider ecology of professional functioning.

Taken together, these findings allow several conclusions to be drawn. First, teachers' professional well-being is strongly influenced by the institution's organizational environment. Second, leadership and collegial climate emerge as particularly influential factors, confirming the idea that teacher well-being

should be analyzed at the school level rather than solely at the level of individual adaptation. Third, professional collaboration and developmental opportunities matter, but they are most likely to support well-being effectively when embedded in a broader culture of recognition and support. Finally, the empirical material suggests that sustaining teacher well-being requires not isolated measures, but a coherent institutional approach that combines supportive leadership, constructive climate, and opportunities for meaningful professional participation.

From the perspective of the conceptual model proposed in the previous subsection, these results confirm that teacher well-being functions as a mediating mechanism between institutional conditions and the quality of the educational process. If teachers perceive the institution as supportive, communicatively coherent, and professionally enabling, they are more likely to sustain motivation, pedagogical responsiveness, and engagement in their work. If such conditions are weakened, the risk of emotional exhaustion and reduced effectiveness increases. The empirical data, therefore, support the broader claim of the chapter that educational quality in uncertain times depends substantially on how institutions sustain the professional well-being of those who carry the everyday work of teaching.

Factors Shaping Students' Well-Being in the Educational Environment

The empirical analysis of students' well-being factors indicates that the most influential elements are relational and climate-based rather than purely curricular or extracurricular. The leading factor identified in the data is positive relationships with teachers, followed by the psychological atmosphere in the classroom, peer support, interest in learning materials, and extracurricular activities. This hierarchy is analytically significant because it demonstrates that students' well-being is perceived to arise first of all from the relational quality of the educational environment. In other words, the child's sense of well-being is linked most strongly not to isolated activities or even to content alone, but to the human conditions in which educational participation unfolds.

The empirical results related to students' well-being show a similarly clear pattern. According to the teachers' responses, the most influential factor is positive relationships with teachers (39%), followed by the psychological atmosphere in the classroom (27%), support from peers (18%), interest in learning materials (10%), and extracurricular activities (6%). These data indicate that students' well-being is perceived primarily as a relational and climate-dependent phenomenon. The findings suggest that the emotional and social quality of everyday school life matters more for well-being than supplementary activities alone.

The prominence of positive relationships with teachers as the most influential factor confirms one of the main claims developed earlier in the literature review. Teacher-student interaction appears not merely as a supportive background to learning, but as a central condition through which children experience emotional safety, trust, and inclusion in school life. This result suggests that students' well-being is deeply relational in character. Even when curriculum, school structure, or extracurricular opportunities are present, their developmental potential may remain limited if the learner does not experience the teacher as approachable, respectful, and supportive. Thus, the empirical data support the argument that the teacher functions not only as an instructor, but also as a stabilizing relational figure within the educational environment.

The second most influential factor, the psychological atmosphere in the classroom, further strengthens this interpretation. Whereas teacher relationships reflect a direct interpersonal dimension, classroom atmosphere points to the broader emotional and communicative environment in which students participate. This includes the degree of openness, fairness, security, and mutual respect that characterizes everyday classroom interaction. The close ranking of these two factors indicates that students' well-being is not reducible to one-to-one relationships alone. It is also shaped by the collective environment in which such relationships are embedded. A supportive teacher may matter greatly, but the wider classroom climate determines whether this support becomes part of a stable and shared educational experience.

Peer support occupies the third position in the empirical distribution, which highlights the social character of student well-being. The school is not only a space of teacher-led instruction, but also a setting in which children experience inclusion, recognition, and shared participation through contact with peers. Supportive peer interaction likely contributes to reducing isolation, increasing confidence, and reinforcing the sense that school is a community rather than merely a formal institution. At the same time, the fact that peer support ranks below teacher relationships and classroom climate suggests that peer factors, while important, are perceived as operating within a relational framework that is significantly shaped by adults and by the general organization of educational interaction.

Interest in learning materials, although present in the data, occupies a lower position than the relational and climate-based factors. This finding is highly informative. It does not imply that the educational content is unimportant for students' well-being. Rather, it suggests that interest in learning becomes psychologically meaningful when the learner already experiences school as a supportive and emotionally viable environment. In this sense, engagement with content may depend to a considerable degree on the conditions established by relationships and classroom atmosphere. The result therefore supports a more integrated understanding of educational quality, in which motivation to learn is not produced by materials alone, but by the conjunction of meaningful content with emotionally supportive pedagogy.

Extracurricular activities received the lowest percentage among the identified factors. Again, this result should not be interpreted as evidence of irrelevance. Extracurricular participation may enrich school life, widen opportunities for expression, and support belonging. However, the empirical data indicate that such activities are not perceived as primary determinants of well-being compared to everyday classroom and relational experience. This suggests that the basic emotional and social quality of daily school participation carries more weight for students' well-being than supplementary activities outside the core educational process. In practical terms, this is an important finding: schools seeking to strengthen student well-being should

not rely excessively on additional programs if the central instructional environment remains emotionally weak or relationally fragmented.

Taken together, the results show that students' well-being is shaped most strongly by factors that reinforce belonging, connectedness, and emotional safety within ordinary school life. The leading position of teacher relationships and classroom atmosphere suggests that the school becomes supportive for learners not primarily through exceptional interventions, but through the everyday relational order it creates. This insight is fully consistent with whole-school perspectives in contemporary research, according to which student well-being depends on whether support, inclusion, and recognition are embedded in daily practice rather than attached to schooling as occasional additions.

These data also deepen the interpretation of student well-being as a mediator between institutional conditions and educational quality. If students feel safe, respected, and connected within the educational environment, they are more likely to remain engaged in learning, respond constructively to challenge, and participate actively in school life. When these conditions weaken, disengagement may occur even if formal teaching continues. The empirical pattern therefore confirms that student well-being is not only a desirable psychosocial outcome. It is one of the conditions through which educational participation and, consequently, educational quality are sustained.

From a broader analytical perspective, the findings suggest that institutions cannot support student well-being effectively by focusing only on curriculum improvement or on isolated psychological services. The central task is to strengthen the relational and emotional architecture of the educational environment itself. This includes the quality of teacher interaction, the atmosphere of the classroom, opportunities for peer support, and the broader school culture that makes children feel recognized and secure. Accordingly, student well-being should be viewed as a systemic educational matter, formed through the interplay of pedagogical, relational, and organizational conditions.

Taken together, the empirical data show that the strongest determinants of well-being in the educational environment are

concentrated around two interconnected clusters: institutional support for teachers and relational support for students. Administrative support and staff climate are central for teachers' professional well-being, whereas teacher-student relationships and classroom atmosphere are central for students' well-being. This convergence supports the interpretation of well-being as a school-level phenomenon produced through the interaction of organizational conditions and everyday pedagogical relationships.

An Integrated System of Well-Being Support in Educational Institutions

The empirical and theoretical analyses presented in this chapter converge toward one central conclusion: support for well-being in educational institutions must be organized as an integrated system rather than as a collection of isolated measures. Teacher well-being and student well-being are influenced by different but interconnected factors, and these factors operate across several levels of institutional life. For this reason, an effective support model should combine managerial, pedagogical, psychological, and social dimensions into a coherent framework that can function under conditions of instability and change.

At the managerial level, the system begins with leadership and organizational coordination. The empirical results demonstrate that administrative support is one of the most significant determinants of teacher well-being, while the literature shows that supportive leadership shapes institutional climate, trust, and professional stability. This means that leadership should be treated as the first layer of well-being support. Its function is not limited to regulation or supervision. Rather, it includes the creation of predictable conditions, recognition of professional effort, development of supportive communication, and coordination of institutional responses to emerging difficulties. Without this layer, other support practices remain fragmented and less sustainable.

The second component of the integrated system is organizational culture. While leadership provides direction and structure, organizational culture determines how these orientations are experienced in everyday school life. A

constructive culture is manifested in collegial trust, openness to dialogue, fair communication, and the normalization of support-seeking and collaboration. The empirical findings regarding the importance of the psychological climate within the staff confirm that teachers' well-being depends heavily on whether the institution functions as a supportive professional community. At the same time, such a culture indirectly affects students because it shapes the consistency and emotional tone of adult interaction throughout the school.

The pedagogical level of the system concerns the quality of daily educational interaction. Here the focus shifts to teacher-student relationships, classroom atmosphere, social and emotional learning, and practices that support student engagement and belonging. The empirical data clearly indicate that students' well-being is rooted above all in positive relationships with teachers and in a favorable psychological atmosphere in the classroom. Therefore, pedagogical support for well-being should include not only effective content delivery, but also emotionally responsive teaching, fair interaction, constructive feedback, and classroom practices that foster recognition, participation, and mutual respect. This level is especially important because it translates institutional values into the learner's direct experience of school.

The psychological level includes formal and informal support structures designed to address emotional strain, vulnerability, or professional exhaustion before these develop into deeper forms of disengagement. For teachers, this may involve counseling, mentoring, peer reflection, stress-management support, and opportunities for protected dialogue about professional difficulty. For students, it may include school counseling, psychological assistance, supportive teacher guidance, and school-wide mechanisms for responding to emotional or behavioral challenges. The function of this level is not to replace pedagogy or leadership, but to reinforce them by ensuring that participants have access to help when everyday educational interaction alone is insufficient.

The social level of the integrated system extends beyond the school itself and includes cooperation with families and the wider community. This dimension is especially important in situations of instability, where schools may not be able to respond adequately

to all needs in isolation. Partnership with parents can strengthen continuity of support, improve understanding of students' needs, and contribute to a more coherent educational environment. Community engagement may provide additional resources, expertise, and channels of support. At the same time, the effectiveness of this level depends on how well the institution is able to coordinate external relationships and integrate them into its internal support logic.

These four levels should not be understood as separate spheres. Their importance lies precisely in their interdependence. Leadership influences organizational culture; culture shapes the quality of pedagogical interaction; pedagogical practice affects both teacher and student well-being; psychological support structures reinforce participation and resilience; and family-community partnership expands the support network surrounding the school. The more coherent these levels are, the more likely the institution is to sustain educational quality under unstable conditions. Conversely, if one or more levels remain weak or disconnected, support for well-being tends to become episodic and uneven.

From this perspective, the integrated support system proposed in this chapter may be represented as a multi-level institutional framework with a common purpose: sustaining the quality of the educational process through the protection and strengthening of human well-being. Its logic can be summarized in the following way. At the input level, the educational institution faces conditions of uncertainty and pressure. At the mediating level, leadership, culture, support systems, and pedagogical practices organize the institutional response. At the experiential level, teachers and students either encounter support, recognition, and continuity or, conversely, strain, fragmentation, and reduced participation. At the outcome level, these conditions influence the sustainability, coherence, and quality of the educational process.

An important advantage of this model is that it does not separate well-being from quality management. Instead, it redefines quality as dependent on the capacity of the institution to preserve supportive, adaptive, and relationally stable conditions for teaching and learning. In such an interpretation, well-being is

not an additional institutional goal that competes with academic achievement. It is one of the conditions through which meaningful teaching, engaged learning, and pedagogical continuity become possible. This is particularly important in uncertain times, when the formal preservation of instruction may create the appearance of stability, while the relational and emotional foundations of the educational process are quietly weakening.

The integrated system also has practical significance because it helps move from isolated initiatives to institutional strategy. Educational institutions often implement separate programs related to teacher support, student mental health, SEL, or parent cooperation. Although such measures may be useful, their effect remains limited when they are not aligned with one another. The model developed here suggests that schools should coordinate these practices within a shared logic of support. This requires leadership commitment, regular internal communication, mechanisms of reflection and feedback, and an explicit recognition that educational well-being is a strategic rather than peripheral domain of institutional development.

The empirical material of the chapter supports precisely this interpretation. Teachers' professional well-being is most strongly associated with administrative support and staff climate. Students' well-being is most strongly associated with teacher relationships and classroom atmosphere. These results point to the same general conclusion: well-being is formed where institutional conditions and pedagogical relationships converge. It follows that sustainable support for well-being must be both organizationally structured and pedagogically enacted. Only under such conditions can the school develop into a truly supportive educational environment capable of maintaining quality under pressure.

Thus, the integrated system proposed in this subsection provides a framework for understanding how educational institutions can organize support for both teachers and students in a coherent and sustainable way. It links institutional management, professional culture, pedagogical practice, psychological support, and social partnership into one analytical whole. In doing so, it offers not only a way of interpreting the findings of this chapter, but also a conceptual basis for practical

decision-making in educational institutions seeking to sustain quality in times of educational uncertainty.

Discussion

The findings of this chapter support the view that the well-being of teachers and children should be interpreted not as an auxiliary psychosocial issue, but as one of the conditions for sustaining educational quality in times of educational uncertainty. The analysis has shown that uncertainty affects the educational process not only through disruption of routines or organizational instability, but also through its influence on emotional safety, professional functioning, and the relational climate of the institution. This conclusion is consistent with studies that describe educational uncertainty as a condition that exposes the fragility of educational continuity and reveals the extent to which teaching and learning depend on trust, support, and institutional adaptability (Bozkurt et al., 2020; Kim & Asbury, 2020). In this sense, the present chapter confirms that educational quality in unstable conditions cannot be fully understood through academic indicators alone, because its sustainability also depends on whether the institution is able to preserve psychologically viable and relationally coherent conditions for participation in the educational process.

The empirical findings related to teachers' professional well-being indicate that administrative support and the psychological climate within the staff are especially influential. This result is highly consistent with recent research showing that leadership and school-level working conditions are closely associated with teacher well-being, emotional exhaustion, job satisfaction, and professional retention. For example, Collie (2021) demonstrated that principal leadership plays a significant role in teachers' somatic burden, stress, and emotional exhaustion, while Ozturk et al. (2024) showed in their systematic review that teacher well-being in primary education is strongly shaped by organizational support, school climate, and leadership practices. Similarly, Dreer (2023) concluded that teacher well-being is linked not only to personal coping resources but also to contextual and institutional conditions. The findings of the present chapter align closely with

these results, showing that teachers attribute their well-being primarily to support from administration, a collegial climate, and collaboration rather than to isolated individual resources.

At the same time, the empirical data also suggest a more specific nuance. Teachers in the present study assessed the psychological climate within the staff somewhat more positively than the opportunities for professional development. This may indicate that supportive interpersonal conditions do not automatically translate into a fully enabling institutional environment for long-term growth. Such an interpretation extends previous findings on teacher well-being by suggesting that schools may succeed in creating a relatively positive collegial atmosphere while still remaining limited in their developmental infrastructure. This observation is compatible with Hargreaves and Fullan's (2012) argument that sustainable professional functioning requires not only goodwill or cooperation, but also institutional investment in professional capital. Thus, the present results support the broader literature while also pointing to the importance of distinguishing between general staff climate and structured developmental support.

The results concerning students' well-being point in a similarly clear direction. Positive relationships with teachers and a supportive classroom atmosphere emerged as the strongest factors, followed by peer support, interest in learning materials, and extracurricular activities. These findings are consistent with earlier studies emphasizing the role of teacher-student relationships and school connectedness in shaping student engagement, emotional safety, and school adjustment. Baker et al. (2008) demonstrated that supportive teacher-student relationships function as an important developmental context for children, while Jennings and Greenberg (2009) showed that students' social-emotional functioning is closely related to the relational and emotional quality of classroom life. More recently, Allen et al. (2016) and Wu (2025) highlighted belonging and school connectedness as central mediators between school environment and student well-being. The present chapter supports these conclusions by showing that students' well-being is perceived primarily as a relational and climate-dependent

phenomenon rather than as a function of additional activities or curricular attractiveness alone.

This result is especially important because it reinforces whole-school interpretations of student well-being. The empirical data suggest that the emotional and social quality of everyday school life matters more than supplementary programs when it comes to sustaining student well-being. This is in line with the conclusions of Attri et al. (2025), who showed that connectedness interventions are more effective when they engage broader school conditions rather than focusing only on individual learners. A similar logic can be found in the meta-analytic findings of Cipriano et al. (2024), which indicate that universal school-based social and emotional learning programs are effective partly because they influence not only individual socio-emotional competence, but also the broader school climate. Thus, the present results support the argument that student well-being is best sustained when support is embedded in daily pedagogical and relational practice.

Another important point emerging from the chapter is the interdependence of teacher well-being and student well-being. The conceptual model and the empirical findings together suggest that these two domains should not be treated as separate lines of inquiry. Teacher well-being influences the quality of pedagogical interaction, while students' emotional safety and engagement influence the conditions under which teaching is carried out. This interpretation corresponds with Spilt et al. (2011), who emphasized the importance of teacher-student relationships for teacher well-being, and with Jennings and Greenberg (2009), whose prosocial classroom model illustrates how teacher social-emotional competence affects both classroom climate and student outcomes. The present chapter adds to this line of work by showing that both teacher and student well-being are mediated by the same institutional conditions: support, climate, communication, and relational stability. In other words, the well-being of teachers and children is not simply correlated; it is co-produced within the same educational environment.

The discussion also highlights the importance of institutional mediation. The chapter has shown that leadership, organizational culture, and support systems are not secondary organizational variables, but central mechanisms through which uncertainty is

either buffered or intensified. This conclusion is well aligned with recent reviews of teacher well-being research. Gámez-Genovart et al. (2025), for example, argue that leadership affects teacher well-being through school climate, recognition, and the organization of support. Day and Gu (2014) similarly stress that resilient schools are built not only on individual strength, but on institutional conditions that sustain teachers' professional and emotional functioning over time. The present findings confirm this by showing that teachers' well-being is primarily associated with administrative support and psychological climate, while students' well-being is primarily associated with teacher relationships and classroom atmosphere. These two patterns converge on the same point: institutional quality is experienced through relationships.

The findings also reinforce the view that support for well-being should be preventive and systemic rather than only reactive. The literature reviewed in the chapter suggests that whole-school approaches, SEL, professional learning communities, counseling support, and partnership-based interactions are most effective when aligned within a broader institutional framework (Cipriano et al., 2024; Hargreaves & Fullan, 2012; OECD, 2019). The present chapter supports this position by proposing an integrated model of well-being support that combines managerial, pedagogical, psychological, and social levels. This model does not treat support as a set of disconnected interventions. Instead, it frames well-being as a school-level phenomenon produced through the interaction of leadership, climate, pedagogical practice, and access to support structures. In this respect, the chapter extends previous studies by offering a more explicitly integrative interpretation of how different layers of institutional life shape both professional and student well-being.

A further contribution of the present analysis concerns the understanding of educational quality itself. Much of the traditional discussion of quality in education remains centered on academic achievement, curriculum delivery, or measurable performance. The findings of this chapter suggest that such an interpretation is incomplete under conditions of educational uncertainty. Educational quality should also include the institution's capacity to remain coherent, supportive, and relationally stable while facing change. This interpretation is compatible with broader policy-

oriented perspectives, including OECD (2019), which emphasize adaptability, learner support, and the broader purposes of education, and with Li's (2024) argument that high-quality education must respond to contemporary challenges in a flexible but human-centered manner. The present chapter develops this idea further by showing that quality is mediated by well-being: where well-being is weakened, quality becomes more fragile even if instruction continues formally.

At the same time, several limitations should be acknowledged. The empirical component of the chapter is based on teachers' responses and therefore reflects perceptions of the educational environment rather than direct measurement of all relevant school processes. In addition, the presented findings should be interpreted primarily as evidence of dominant tendencies and meaningful relationships rather than as a basis for broad generalization across all educational contexts. Nevertheless, the value of the empirical material lies in its capacity to illuminate the practical relevance of the theoretical arguments and to show how institutional support, relational climate, and pedagogical interaction are perceived within real educational settings.

Overall, the discussion supports a clear conclusion. Educational institutions should approach well-being as a strategic dimension of educational management rather than as an optional supportive domain. Supporting teachers and children in times of uncertainty is not separate from maintaining educational quality. It is one of the ways in which such quality becomes possible, sustainable, and developmentally meaningful. This perspective is especially important for educational systems that seek not only to remain functional under pressure, but also to preserve the human and relational foundations on which genuine education depends.

Conclusions

The analysis presented in this chapter shows that educational uncertainty should be regarded as a stable condition of contemporary educational systems rather than a temporary deviation from normal institutional functioning. Its influence extends beyond organizational disruption and affects the

emotional, relational, and professional foundations of the educational process. Under such conditions, the quality of education depends not only on the continuity of instruction or compliance with formal standards, but also on whether the educational environment remains supportive, coherent, and psychologically sustainable for those who teach and those who learn.

The chapter clarifies that the well-being of teachers and children is a multidimensional construct that encompasses psychological, relational, professional, pedagogical, and organizational components. For teachers, well-being includes emotional stability, resilience, professional efficacy, perceived support, and the capacity to sustain meaningful pedagogical work. In relation to children, it includes emotional safety, belonging, connectedness, engagement, and constructive participation in school life. Such an interpretation makes it possible to view well-being not as a peripheral theme of educational discourse, but as one of the conditions through which the educational process preserves its stability and developmental potential.

The theoretical and empirical analyses have enabled the identification of the main factors shaping well-being in educational institutions. For teachers, the most influential factors are administrative support, the psychological climate within the staff, collegial collaboration, and opportunities for professional development. For students, the strongest factors are positive relationships with teachers, a supportive classroom atmosphere, peer support, and meaningful engagement in learning. These findings indicate that well-being is formed primarily within the institution's relational and organizational environment rather than through isolated individual characteristics alone.

A further conclusion of the chapter is that teacher well-being and student well-being should not be analyzed as separate domains. They are interdependent components of the same educational environment. The professional state of teachers affects the quality of pedagogical interaction, while students' emotional and social well-being shapes their readiness to engage in learning and respond constructively to educational demands. This interdependence confirms that educational quality in

uncertain conditions is mediated by the state of relationships, support, and trust within the institution.

The chapter has also substantiated the importance of leadership, organizational culture, and support systems as central mediating mechanisms. Supportive leadership, a constructive organizational climate, coherent communication, and accessible support structures increase educational institutions' capacity to buffer the negative effects of uncertainty. They help transform instability into a manageable challenge rather than an accumulated strain. In this regard, well-being should be considered a strategic dimension of educational management rather than an auxiliary support domain.

On this basis, the chapter has proposed an integrated system of well-being support that combines managerial, pedagogical, psychological, and social levels. Its practical significance lies in connecting leadership, professional collaboration, emotionally supportive pedagogy, psychological support, and partnership with families into a coherent institutional framework. Such a system allows educational institutions to move beyond fragmented interventions and to embed support for well-being into the everyday organization of the educational process.

Thus, the main conclusion of the chapter is that sustaining educational quality in times of uncertainty is inseparable from sustaining the well-being of those who participate in education. Well-being is not an additional outcome that follows effective schooling automatically. It is one of the conditions that make effective, humane, and stable education possible. Further research may deepen this line of inquiry by examining how well-integrated well-being support models function across different educational contexts and how their influence can be assessed over a longer period of institutional development.

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