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**WELLBEING AND BURNOUT OF PRIMARY SCHOOL TEACHERS:
REFLECTIONS REGARDING AN INTEGRATIVE MODEL
FOR SUSTAINABLE EDUCATION**

Teacher wellbeing has become a strategic factor for educational quality and sustainability, while professional burnout increasingly affects teachers' effectiveness and long-term engagement.

The purpose of the article. This study aimed to investigate the relationship between wellbeing and burnout among primary school teachers and to substantiate the Integrative Model of Wellbeing Oriented towards Sustainable Education (MIWES).

Methodology. The research employed a correlational design involving 113 primary school teachers. Data were collected using the Maslach Burnout Inventory and a Psychological Wellbeing Questionnaire. The results revealed both resilience resources and vulnerability factors. High levels of self-acceptance and purpose in life reflected strong professional commitment, whereas lower levels of autonomy and subjective happiness indicated areas requiring support. At the same time, 81% of participants were situated in the medium- and high-risk burnout categories, with emotional exhaustion representing the most pronounced dimension.

Correlation analysis confirmed a significant inverse relationship between wellbeing and burnout. Higher levels of psychological wellbeing, positive relationships, self-acceptance, and life meaning were associated with lower levels of emotional exhaustion, depersonalization, and reduced professional accomplishment. These findings demonstrate the protective role of wellbeing in preventing professional burnout and supporting sustainable professional functioning.

The scientific novelty of the study lies in the development and substantiation of the Integrative Model of Wellbeing Oriented towards Sustainable Education (MIWES). The model integrates cognitive, affective, and behavioral dimensions of teacher functioning at intrapersonal and interpersonal levels, while considering organizational and contextual influences. It provides a systemic framework for promoting teacher wellbeing and preventing burnout.

Conclusions. The study concludes that teacher wellbeing should be regarded as a strategic prerequisite for sustainable education. Educational policies and professional development initiatives focused on strengthening wellbeing can reduce burnout risks, enhance professional effectiveness, and contribute to creating supportive and sustainable school environments.

Keywords: wellbeing, teacher, professional burnout, primary education, MIWES model, sustainable education.

1. Introduction

The accelerated transformations of contemporary educational systems, generated by social, technological and geopolitical dynamics, have led to a profound redefinition of the role of the teacher, especially in primary education. The teacher is no longer perceived exclusively as an agent of knowledge transmission, but as a facilitator of the child's holistic development, a manager of collective and individual emotions, as well as a promoter of maintaining psycho-social balance in the educational environment. In this context, the concept of teacher wellbeing becomes a central dimension of the current pedagogical discourse, recognized as an essential condition for the quality and sustainability of education.

In recent years, the literature has highlighted a paradoxical trend: on the one hand, the demands on educational performance, curricular adaptation and the integration of digital technologies are increasing, and on the other hand, there is a significant decrease in the level of professional satisfaction and well-being among teachers. This phenomenon, often called the «performance paradox», reveals a structural tension between the expectations of the educational system and the psychological resources of teachers. In particular, primary education, which constitutes the foundation of the holistic development of students, is directly affected by this discrepancy, as it requires a high level of emotional involvement and professional and personal responsibility.

In this context, the phenomenon of professional burnout is becoming increasingly clear, understood not only as a form of physical or mental exhaustion, but as a complex process of degradation of psychological resources, characterized by emotional exhaustion, depersonalization and a diminished sense of professional and personal achievement. In the educational environment marked by instability, uncertainty, external pressures (including those generated by social, economic, political crises, etc.), burnout takes on additional valences, being associated with forms of chronic stress and trauma. Teachers thus become «shock absorbers» of social tensions, internalizing the anxiety of educational actors.

In this framework, the approach to wellbeing can no longer be reduced to a compensatory or peripheral perspective, it must be integrated into a systemic vision of education. Wellbeing is not reduced only to the absence of stress and dysfunctions, but is configured in a multidimensional construct that incorporates the psychological, relational, and professional resources necessary for optimal functioning. From this perspective, promoting the well-being of teachers becomes a strategic factor for preventing burnout, increasing pedagogical efficiency, and ensuring the sustainability of the educational system.

However, the literature review reveals the existence of a gap between theoretical constructs regarding wellbeing and their concrete application in educational practices. Although there are numerous conceptual models that describe the dimensions of well-being, their integration into a coherent framework, adapted to the specifics of the teaching profession, remains insufficiently explored. Moreover, the relationship between wellbeing and burnout is often approached fragmentarily, without being systematically exploited for the development of functional pedagogical models.

Based on these considerations, this article aims to contribute to clarifying and deepening the relationship between wellbeing and burnout among primary school teachers, as well as to reflections in order to substantiate the Integrative Model of Wellbeing Oriented towards Sustainable Education (MIWES). The approach is based on a double approach: theoretical and empirical. On the one hand, the main conceptual frameworks relevant to the understanding of wellbeing and burnout are analyzed. On the other hand, the results of experimental research conducted on a sample of teachers are capitalized on, which highlights existing resilience resources and areas of vulnerability.

The purpose of the study is to identify the relationship between the level of wellbeing and the manifestations of burnout in primary school teachers, as well as to outline the Integrative Model of wellbeing oriented towards sustainable education. In this regard, the following questions were formulated, which the study was to answer:

- (1) What are the particularities of wellbeing manifested by primary school teachers?
- (2) To what extent does burnout affect professional and personal functioning and performance?
- (3) What is the nature of the relationship between wellbeing and burnout?
- (4) How do the results of the study contribute to the substantiation of the Integrative Model of Wellbeing oriented towards sustainable education?

The basic hypothesis of the research claims that there is a significant inversely proportional relationship between the level of wellbeing and the intensity of professional burnout, wellbeing functioning as an essential protective factor in maintaining the balance and professional and personal efficiency of teachers.

Through this approach, the study makes contributions at the theoretical-praxiological level by integrating relevant conceptual perspectives, by substantiating MIWES that supports educational policies and institutional interventions oriented towards supporting teachers. Thus, wellbeing is reconceptualized as a strategic imperative of sustainable education.

2. Theoretical approaches to teacher wellbeing and burnout

2.1. Conceptual foundations of wellbeing in education

The concept of wellbeing has undergone significant evolution in recent decades, being reconceptualized from a predominantly hedonic perspective (centered on life satisfaction and positive emotions) to a eudaimonic one, oriented towards the development of human potential and the achievement of existential meaning. In this context, the contributions of Martin Seligman (2011) marked a paradigmatic shift in psychology, by founding the field of positive psychology and developing the PERMA model.

The PERMA model conceptualizes well-being as a multidimensional construct, made up of five essential components: Positive Emotions, Engagement, Positive Relationships, Meaning, and Accomplishment. These dimensions represent the «building blocks» of a fulfilling and functional life, and are considered predictors of psychosocial performance and adaptation.

In an educational context, the PERMA model explains how teachers build and maintain their professional and personal well-being. Studies show that these dimensions contribute to increasing resilience, reducing burnout and improving the quality of the instructional-educational process.

Complementarily, the eudaimonic model of well-being, developed by Carol Ryff (1989), brings to the fore dimensions such as: self-acceptance, autonomy, personal development, positive relationships, purpose in life, environmental control. This model emphasizes that well-being, in addition to positive affective experiences, involves the optimal functioning of the subject in relation to himself and the social environment.

Another essential contribution is the «Broaden-and-Build» theory, developed by Barbara Fredrickson (2004), which explains the role of positive emotions in expanding the cognitive, affective and behavioral repertoire of personality. According to this theory, positive emotions reflect well-being, actively contribute to building sustainable psychological resources, facilitating adaptation to stressful situations and developing resilience.

Well-being includes essential dimensions (cognitive, emotional, social, physical and spiritual), which reflect the way in which the person lives and interprets his experiences in relation to everyday reality, as well as to his own aspirations and future perspectives (Antoci & Mislitchi, 2026).

Teacher well-being is conceptualized as a complex construct, integrating emotional, cognitive and social dimensions. Systematic studies highlight the fact that it is associated with professional satisfaction, pedagogical efficiency and student outcomes, confirming its central role in the efficient functioning of the education system.

2.2. Professional burnout of teachers

In contrast to well-being, burnout is one of the most frequently investigated issues in the field of educational psychology. Initially conceptualized by Christina Maslach (1986), burnout is defined as a psychological syndrome resulting from prolonged exposure to professional stress, characterized by three main dimensions: emotional exhaustion, depersonalization, and reduced personal accomplishment.

In the case of teachers, burnout is determined by a series of specific factors: professional overload, evaluative pressure, lack of autonomy, difficult relationships with students or parents, institutional constraints, which lead to the depletion of psychological resources, the diminution of professional involvement, affecting the quality of teaching and the psychological climate.

Recent research highlights that burnout is not just an individual reaction, but is a systemic phenomenon, influenced by the organizational and socio-cultural context. As a result, teachers are often exposed to «secondary emotional stress», generated by the responsibility of managing students' emotional difficulties, which amplifies the risk of burnout.

2.3. The relationship between wellbeing and burnout: an integrative perspective

The relationship between wellbeing and burnout has been addressed in numerous empirical studies, highlighting the existence of a significant inverse correlation between the two constructs. Wellbeing functions as a protective factor, reducing the impact of stress and preventing the occurrence of burnout, while low levels of wellbeing favor the onset of professional exhaustion.

Contemporary models in positive psychology suggest that the prevention of burnout is not achieved exclusively by reducing stress factors, but requires the active development of the psychological resources of the personality. Thus, interventions based on the PERMA model and the principles of positive psychology aim to strengthen positive emotions, social relationships and professional and personal meaning, contributing to increasing the resilience of teachers.

This integrative perspective allows us to go beyond traditional approaches and move towards a paradigm of sustainable development. Wellbeing and burnout represent interdependent dimensions of professional and personal functioning, which must be analyzed and addressed in a unified framework.

Starting from these theoretical landmarks, our research aims to empirically investigate the relationship between wellbeing and burnout among primary school teachers.

3. Research methodology and experimental results

3.1. Research design and participants

The investigative approach carried out is part of the quantitative and qualitative research paradigm, through correlational design, oriented towards identifying the relationship between the level of wellbeing and the manifestations of professional burnout among primary school teachers.

The research sample consisted of 113 primary school teachers, selected from different educational institutions, which provides an adequate degree of variability and relevance for the analysis of the phenomenon investigated. Participants were included in the research based on their availability for voluntary participation, respecting the ethical principles regarding the confidentiality and anonymity of data.

The purpose of the research was to assess the level of wellbeing and burnout of teachers, as well as to identify the existing correlations between these two constructs, in order to further substantiate the *Integrative Model of Wellbeing Oriented towards Sustainable Education*.

Validated psychometric instruments were used to collect data (Maslach Burnout Inventory, developed by C. Maslach et.al. (1986); Well-being Assessment Questionnaire, developed by S. Rusnac (2017)), which allowed for multidimensional assessment of the investigated variables. Well-being was analyzed through the following scales: self-acceptance, autonomy, positive relationships, meaning of life, personal development and general level of well-being. Professional burnout was assessed based on the three established dimensions: emotional exhaustion, depersonalization and reduced personal accomplishment.

Data processing was carried out using descriptive and inferential statistical methods, with average values, percentages and Pearson correlation coefficients (r) being calculated to highlight the correlations between variables.

3.2. Results regarding the level of wellbeing of teachers

The descriptive analysis of the data highlights a complex profile of the wellbeing of the investigated teachers, characterized by the coexistence of significant resources of resilience and areas of vulnerability.

Among the dimensions with high values, the following stand out: self-acceptance (1.35); meaning and purpose in life (1.30). These results indicate that, despite professional difficulties, teachers demonstrate a consolidated professional identity, as well as a high level of value-based involvement in teaching activity. Teachers attribute a deep meaning to their profession, which is an essential factor in maintaining intrinsic motivation and professional commitment.

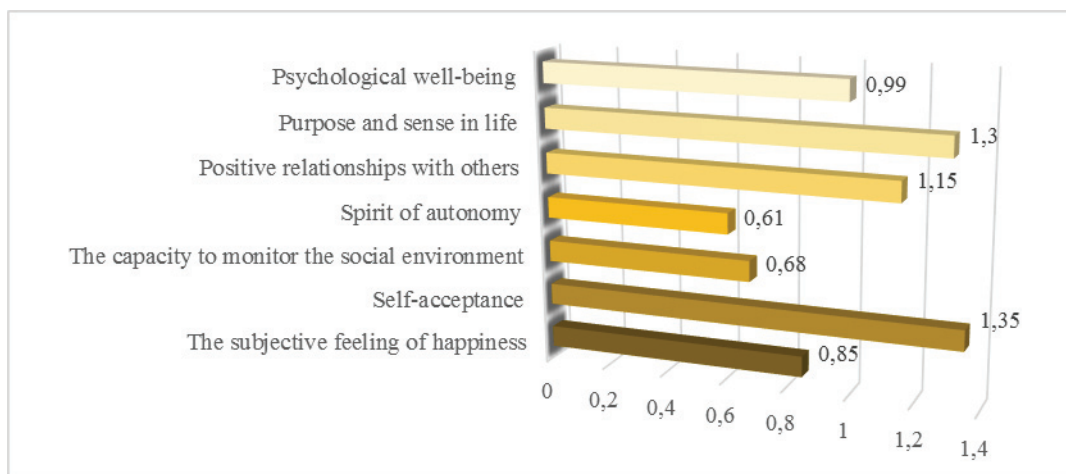


Figure 1. Teachers' perspectives on well-being in primary education

At the same time, the analysis reveals the existence of areas of vulnerability, reflected in lower values for: subjective level of happiness (0.85); autonomy (0.61). The data indicate the discrepancy between deep professional satisfaction and the daily feeling of well-being. Teachers perceive themselves as dedicated and involved, but feel a lack of control over their own professional decisions, which can generate internal tensions and a decrease in daily satisfaction.

Also, the moderate levels of other dimensions, such as positive relationships and general well-being, indicate that teachers' well-being is a dynamic construct, influenced by organizational conditions and the quality of social interactions in the educational environment.

3.3. The profile of professional burnout

The analysis of professional burnout highlights a worrying situation, characterized by a high level of risk among the investigated teachers.

The data obtained show that 81% of the participants fall into the risk zone (medium and high level of burnout). The most affected dimension is emotional exhaustion, where 37% of the teachers register a high level. These results reflect an intense consumption of emotional resources, determined by the constant demands of the teaching activity and the responsibility of managing educational relationships.

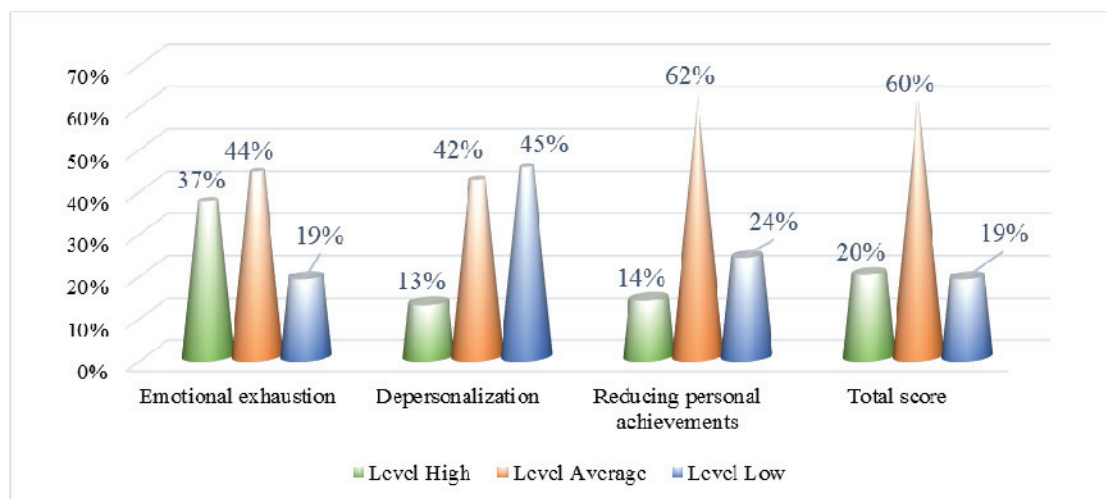


Figure 2. Comparative distribution of professional burnout indicators of teachers (emotional exhaustion, depersonalization, and reduced achievement)

A relevant aspect highlighted by the study data reflects that the high level of exhaustion is not accompanied by a proportional decrease in professional performance, it is found that only 14% of respondents present a high level of reduction in professional achievement. This discrepancy indicates the existence of a compensatory mechanism, through which teachers continue to perform despite exhaustion, using additional internal resources. In the long term, this phenomenon can lead to *emotional imbalances and increased vulnerability to chronic stress*.

Regarding depersonalization, the relatively low levels denote that teachers do not show pronounced tendencies of distancing from students, which confirms the maintenance of relational involvement, but also the tendency to internalize stress, with a potential impact on psychosomatic health.

3.4. Correlational analysis: the relationship between wellbeing and burnout

To verify the research hypothesis, a correlation analysis was performed using the Pearson coefficient (r), which highlighted the existence of significant correlations between the dimensions of wellbeing and indicators of professional burnout.

The results confirm an inversely proportional correlation between wellbeing and burnout, which supports the hypothesis that wellbeing functions as a protective factor.

Table 1

Correlational analysis of well-being dimensions and professional burnout variables

Dimensions of well-being	Burnout			
	Emotional exhaustion	Depersonalization	Reduction in professional achievements	Burnout (general)
Spirit of autonomy	-0.44, $p < 0.05$	-0.38, $p < 0.05$	-0.43, $p < 0.05$	-0.41, $p < 0.05$
Positive relationships with others	-0.63, $p < 0.01$	-0.77, $p < 0.001$	-0.58, $p < 0.01$	-0.71, $p < 0.001$
Purpose and meaning in life	-0.51, $p < 0.01$	-0.47, $p < 0.05$	-0.66, $p < 0.01$	-0.49, $p < 0.05$
Personal development	-0.48, $p < 0.05$	-0.46, $p < 0.05$	-0.55, $p < 0.01$	-0.58, $p < 0.01$
Self-acceptance	-0.59, $p < 0.01$	-0.62, $p < 0.01$	-0.75, $p < 0.001$	-0.68, $p < 0.01$
Psychological well-being	-0.67, $p < 0.01$	-0.69, $p < 0.001$	-0.71, $p < 0.001$	-0.73, $p < 0.001$

Among the identified correlations, the following stand out:

- **positive relationships vs. depersonalization** ($r = -0.77, p < 0.001$) – indicates that a healthy relational climate significantly reduces tendencies towards emotional distancing;
- **general well-being vs. reduced personal achievement** ($r = -0.71, p < 0.001$) – highlights the direct impact of well-being on personal and professional efficiency;
- **self-acceptance vs. burnout** ($r = -0.68, p < 0.01$) – highlights the role of inner balance in preventing burnout;
- **autonomy vs. burnout** ($r \approx -0.41, p < 0.05$) – confirms that higher levels of autonomy and perception of professional control are associated with a reduction in professional burnout.

Overall, all dimensions of wellbeing present significant negative correlations with burnout indicators, which demonstrates their predictive and protective character.

The results obtained validate the idea that interventions aimed at developing wellbeing improve the psychological state of teachers, contribute to reducing the risk of burnout and increasing professional sustainability. The study conducted constitutes the foundation for outlining the Integrative Model, aimed at supporting wellbeing and preventing burnout in the context of sustainable education.

4. The integrative model of wellbeing oriented towards sustainable education (MIWES)

4.1. Conceptual premises and empirical substantiation

The research results highlight the need for a systemic approach to the relationship between wellbeing and burnout in the educational environment. The analysis of empirical data demonstrated the simultaneous existence of solid psychological resources (self-acceptance, professional meaning) and significant vulnerabilities (reduced autonomy, low level of subjective happiness), as well as a strong inverse correlation between wellbeing and burnout.

These findings support the idea that fragmentary interventions, focused exclusively on stress reduction, are insufficient. Instead, it is necessary to develop an integrative framework, which simultaneously capitalizes on the cognitive, affective and behavioral dimensions of human functioning, in interaction with contextual factors.

Starting from these premises, as well as from established theoretical models (PERMA, the eudaimonic model, the Broaden-and-Build theory), the **Integrative Model of Wellbeing Oriented to Sustainable Education (MIWES)** is proposed, designed as a conceptual and applicative tool for supporting teachers.

4.2. Conceptual structure of the MIWES model

The MIWES model is based on a systemic approach and is based on a central Functional Triad, which constitutes the core of the teacher's well-being experience. It integrates the cognitive component (perceptions, thoughts and information processing), the affective component (emotional management and inner state) and the behavioral component (actions and observable reactions). This structure suggests that the teacher's balance depends on the way he thinks, feels and acts, these three elements being in a continuous interdependence that directly influences the quality of the educational act.

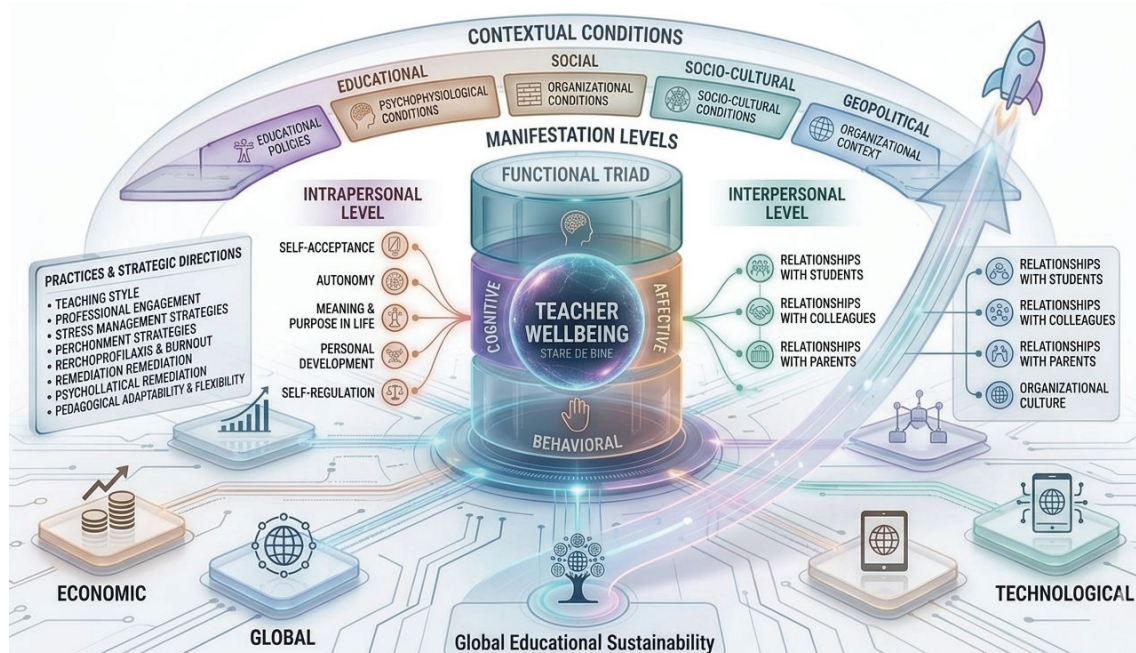


Figure 3. The Integrative Model of Wellbeing oriented towards Sustainable Education (Antoci & Mislitchi) from the perspective of reducing burnout

Starting from this core, the model extends to two essential levels of Manifestation: the intrapersonal and the interpersonal. At the intrapersonal level, the emphasis falls on internal resources, such as self-acceptance, autonomy and emotional self-regulation, which provide the teacher with meaning and purpose in life. On the interpersonal level, well-being is conditioned by the quality of relationships with all the actors involved, as well as by the harmonious integration into the school's organizational culture.

The effectiveness of the model is supported by Practices and Strategic Action Directions, which transform theory into everyday reality through adaptive teaching style, professional involvement and stress management strategies. A crucial role is played by psychoprophylaxis, designed to prevent and remedy the burnout phenomenon, thus ensuring longevity and enthusiasm in the career. All these elements are crossed by the axis of Sustainable Education, indicating that the development of the teaching staff is not an isolated event, but a continuous process of adaptation to curricular requirements and educational policies.

Finally, the model is placed in a Macro Context, which recognizes the influence of external factors: socio-cultural, educational and geopolitical. It emphasizes that the well-being of the teacher does not depend only on individual factors, but is closely linked to organizational conditions and available economic resources or technological advances. Thus, the model offers a holistic vision, demonstrating that a balanced teacher is the result of a synergy between inner strength, healthy relationships, and a well-defined social and institutional support system.

4.3. The contextual dimension: the framework of sustainable education

A distinctive element of the MIWES model is the explicit integration of the contextual dimension, which includes: educational policies; organizational conditions; curricular requirements; socio-cultural and geopolitical context.

Wellbeing is not an isolated phenomenon, but is directly influenced by the environment in which the teacher works. In this sense, sustainable education involves not only the development of students, but also maintaining the balance and professional health of teachers.

4.4. Fundamental principles of the MIWES model

The model is based on the following principles:

- the principle of integrativity ensures the correlation of cognitive, affective and behavioral dimensions;
- the principle of self-regulation involves the development of the capacity to manage one's own resources;
- the principle of relationality contributes to the valorization of social interactions as a source of support;
- the principle of sustainability consists of the orientation towards long-term balance;
- the principle of adaptability involves flexibility in relation to contextual changes.

By integrating psychological and pedagogical dimensions, the model contributes to transforming the school into a space of balanced development, both for students and teachers.

The proposed model goes beyond traditional approaches focused on reducing dysfunctions, promoting a paradigm of systemic development and balance.

5. Conclusions

The approach taken in this study aimed to investigate the relationship between psychological well-being and professional burnout among primary school teachers, as well as to substantiate an integrative model oriented towards supporting sustainable education. The results obtained allow the formulation of relevant conclusions from both a theoretical and an applied perspective.

First of all, the conceptual analysis highlighted the fact that well-being must be understood as a multidimensional construct, which integrates cognitive, affective and behavioral dimensions, in permanent interaction with contextual factors. Contemporary approaches in positive psychology emphasize the role of internal and relational resources in maintaining psychological balance, going beyond the traditional perspective focused on stress reduction. In this sense, the well-being of teachers is not just an individual state, but an essential determinant of the efficient functioning of the educational system.

Secondly, the results of the empirical research highlighted an ambivalent profile of the investigated teachers. On the one hand, they have significant resources of resilience, reflected in high levels of self-acceptance and professional meaning. On the other hand, important vulnerabilities were identified, especially in terms of autonomy and subjective level of happiness. This discrepancy suggests the existence of a tension between professional commitment and the daily experience of well-being, generated to a large extent by systemic constraints.

Thirdly, the burnout analysis confirmed the existence of a high risk of professional exhaustion, with the majority of teachers falling into the medium and high-risk zone. Emotional exhaustion proved to be the most affected dimension, indicating an intense consumption of psychological resources. At the same time, maintaining a relatively stable level of professional achievement, despite exhaustion, highlights the tendency of teachers to compensate for internal imbalances through additional effort, which can lead, in the long term, to increased vulnerability and emotional imbalances.

A key finding of the research is the confirmation of a significant inverse relationship between wellbeing and burnout. All dimensions of wellbeing were negatively correlated with burnout indicators, demonstrating its role as a protective factor. In particular, positive relationships and self-acceptance emerged as key variables in reducing the risk of depersonalization and diminished professional achievement. These findings support the idea that preventing burnout cannot be achieved exclusively by reducing stress factors, but requires the active development of psychological and relational resources.

Based on these results, the Integrative Model of Wellbeing Oriented towards Sustainable Education (MIWES) was developed, which represents the original contribution of the study. The model proposes a systemic approach, structured on three interdependent levels – intrapersonal, interpersonal and behavioral-functional – integrated into a broader contextual framework. Through this architecture, wellbeing is conceptualized as a dynamic process, which supports both the individual balance of the teaching staff and the efficiency and sustainability of the educational act.

From a practical perspective, the MIWES model provides guidelines for the development of educational interventions aimed at:

- strengthening emotional self-regulation skills;
- increasing professional autonomy;
- improving interpersonal relationships in the school environment;
- integrating the principles of wellbeing into teacher training programs.

Implementing such strategies can contribute to transforming the school from a space dominated by pressures and constraints into an environment conducive to balanced and sustainable development.

At the same time, it is important to note that the study has certain limitations, related to the sample size and the specifics of the investigated context, which requires caution in generalizing the results. Future research could extend the analysis to larger and more diverse samples, as well as to additional variables, such as institutional support, leadership style or the impact of educational policies.

In conclusion, this study supports the idea that teacher wellbeing is a strategic investment for the future of education. Its integration into educational policies and practices is not just an option, but a necessity to ensure the sustainability of the education system. By promoting an integrative vision, oriented towards development and balance, the MIWES model contributes to the reconceptualization of the role of the teacher and to the consolidation of an education centered on people, values and sustainability.

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ДОБРОБУТ ТА ВИГОРАННЯ ВЧИТЕЛІВ ПОЧАТКОВОЇ ШКОЛИ: РОЗДУМИ ЩОДО ІНТЕГРАТИВНОЇ МОДЕЛІ СТАЛОЇ ОСВІТИ

Добробут вчителів став стратегічним фактором якості та сталості освіти, тоді як професійне вигорання дедалі більше впливає на ефективність роботи вчителів та їхню довгострокову залученість.

Мета дослідження. Це дослідження мало на меті дослідити зв'язок між добробутом та вигоранням серед вчителів початкової школи та обґрунтувати Інтегративну модель добробуту, орієнтовану на сталу освіту (MIWES).

Методологія дослідження. У дослідженні використовувався кореляційний дизайн, що охопив 113 вчителів початкової школи. Дані були зібрані за допомогою Опитувальника вигорання Маслаха та Опитувальника психологічного благополуччя. Результати виявили як ресурси стійкості, так і фактори вразливості. Високий рівень самоприйняття та мети в житті відображав сильну професійну відданість, тоді як нижчий рівень автономії та суб'єктивного щастя вказував на сфери, що потребують підтримки. Водночас 81% учасників знаходилися в категоріях середнього та високого ризику вигорання, причому емоційне виснаження було найбільш вираженим виміром. Кореляційний аналіз підтвердив значну обернену залежність між добробутом та вигоранням. Вищі рівні психологічного благополуччя, позитивних стосунків, самоприйняття та сенсу життя були пов'язані з нижчим рівнем емоційного виснаження, деперсоналізації та зниженням професійних досягнень. Ці результати демонструють захисну роль благополуччя у запобіганні професійному вигоранню та підтримці сталого професійного функціонування.

Наукова новизна дослідження полягає в розробці та обґрунтуванні Інтегративної моделі благополуччя, орієнтованої на сталу освіту (MIWES). Модель інтегрує когнітивні, афективні та поведінкові виміри функціонування вчителя на внутрішньоособистісному та міжособистісному рівнях, враховуючи організаційні та контекстуальні впливи. Вона забезпечує системну основу для сприяння благополуччю вчителів та запобігання вигоранню.

Висновок. У дослідженні робиться висновок, що благополуччя вчителів слід розглядати як стратегічну передумову сталої освіти. Освітня політика та ініціативи професійного розвитку, спрямовані на зміцнення благополуччя, можуть зменшити ризики вигорання, підвищити професійну ефективність та сприяти створенню сприятливого та сталого шкільного середовища.

Ключові слова: благополуччя, вчитель, професійне вигорання, початкова освіта, модель MIWES, стала освіта.

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