



EFFECT OF TEACHERS' WELL-BEING ON CLASSROOM MANAGEMENT AND STUDENT ENGAGEMENT

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ABSTRACT

This study examined the effect of teachers' well-being on classroom management and student engagement, highlighting the critical role of educators' emotional and professional health in shaping learning environments. Drawing on the Self-Determination Theory and the Bandura's Social Cognitive Theory of Self-Efficacy, the research underscored that teachers who experience high levels of well-being—characterized by emotional balance, job satisfaction, and resilience—are more capable of implementing effective classroom management strategies. Such strategies include establishing clear rules, maintaining consistency, and fostering supportive environments that minimize disruptions and maximize learning opportunities.

In turn, effective classroom management enhances student engagement, reflected in increased motivation, active participation, and stronger academic performance. The findings suggest that teacher well-being serves as a mediating factor, as it directly influences classroom management practices, which in turn impact student engagement.

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This study emphasized the importance of institutional support systems, such as professional development, workload balance, and emotional resources, in promoting teacher well-being. Ultimately, the study contributes to educational research by demonstrating that investing in teachers' well-being not only benefits educators themselves but also creates thriving classrooms that foster student success.

Keywords: *Teachers' Well-Being, Classroom Management, Student Engagement, Self-Determination Theory, Bandura's Social Cognitive Theory of Self-Efficacy*



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