A Comprehensive Systematic Review on the Multifaceted Factors Influencing Teacher Flourishing

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Abstract: Teacher flourishing encompasses a broad range of well-being, encompassing hedonic (pleasure-based) and eudaimonic (meaning-based) satisfactions. In the context of the literature review, a concise overview is provided, consisting of definitions, predictors, mediators, and outcomes. Conforming to the PRISMA protocol, the present review progresses through four stages: identification, screening, eligibility assessment, and including relevant studies. Furthermore, the search strategy focused on flourishing, well-being, and measuring tools, leveraging databases such as EBSCO Host, Proquest, Science Direct, and DOAJ. In line with the PRISMA statement, systematic review methodology guides the final analysis, incorporating twenty-seven studies published between 2017 and 2023. Despite being studied in numerous theoretical frameworks, teacher flourishing needs a more widely accepted definition and operational framework in studying the concept. The results show that multiple factors impact teacher flourishing, including individual, relational, and organizational elements. Additionally, the evaluation considers direct and indirect predictors, mediators, and outcomes. The new model is related to global well-being, including emotional, psychological, social, and spiritual aspects, stating the connections of these elements. The implications of the results can be effectively applied within educational settings by teachers, policymakers, and scholars specializing in education.

Keywords: *Flourishing, teacher, mental health, systematic literature review, well-being.*

Introduction

Teachers must fulfill various responsibilities as part of their careers (Deschênes & Parent, 2022). The inherent responsibilities associated with the teaching profession can potentially induce heightened stress levels or trigger burnout among teachers. Teaching is a highly stressful profession, as shown by several recent studies in different countries (Adawiah & Romadona, 2021; Dung & Zsolnai, 2021; Jeon & Wells, 2018; Ji & Yue, 2020; Ng & Meow, 2022; Zewude et al., 2023). According to the 2022 Teacher Well-being Index conducted by Education Support, a significant 78% of school staff in the UK reported experiencing mental health symptoms as a result of their work (Savill-Smith & Scanlan, 2022).

High stress levels can increase absenteeism burnout and affect the profession's retention rates (Kwon et al., 2020). Nitta et al. (2019) investigated that approximately 5,000 public school teachers in Japan took annual leave due to mental health during the preceding ten years. This information shows the need to examine well-being in the educational environment comprehensively. Teacher well-being serves as a safeguard against stress and burnout, with coping mechanisms supporting this protective function (Ainsworth & Oldfield, 2019; Andrew et al., 2018; Capone & Petrillo, 2020; Hascher & Waber, 2021; Smetackova et al., 2019; Yildirim, 2019). Quality interventions addressing teacher stress and burnout have shown promising results, including reduced distress, enhanced well-being, and more significant commitment to work (Carroll et al., 2021; Jennings et al., 2019). Therefore, it is crucial to examine strategies that can prevent teacher burnout and promote their overall well-being to minimize the negative impact on teachers' personal and professional lives, teaching process, and relationship with students (Carroll et al., 2022; Hascher & Waber, 2021; Yildirim, 2019).

The philosophical traditions of hedonism and eudaimonism of well-being significantly impacted the conception of happiness. Hedonism states that the ultimate objective or highest form of fulfillment in life is the active pursuit of pleasure while minimizing the experience of pain. (Ku-Johari et al., 2022; Waigel & Lemos, 2023). On the other hand,

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eudaimonism emphasizes realizing human potential through a meaningful life (Erum et al., 2020; Joshanloo et al., 2021). However, well-being includes more than mere happiness and cannot be fully captured by affective state measures alone (Butler & Kern, 2016; Keyes, 2002; Lomas, 2019). Despite the empirically distinct aspects, both methods are conceptually related and complementary (Waigel & Lemos, 2023). The flourishing perspective is related to the highest level of well-being, showing the recognition of one's abilities, effective coping with the challenges of life, productive work, and social contribution (Freire et al., 2020; Seligman, 2018; Yildirim, 2019). Flourishing has been developed as a valuable and dynamic phenomenon, including the continuous actualization of human potential for excellent emotional, social, and psychological well-being (A'yuninnisa et al., 2024; Fabricio et al., 2022; Waigel & Lemos, 2023). The concept acts as a buffer against adversity and promotes human development, satisfaction (Keyes et al., 2002), and a life purpose (Seligman, 2011).

In response to the growing emphasis on teacher flourishing (Freire et al., 2020; Marais-Opperman et al., 2021; Redelinghuys & Rothmann, 2020), there is a need to explore a comprehensive examination of various theoretical perspectives within an educational context. Previous systematic review studies on flourishing in the work context have been conducted by A'yuninnisa et al. (2024) and Fabricio et al. (2022), while Waigel and Lemos (2023) specifically examined flourishing in the context of adolescents. Existing studies offer insights into the dynamics of flourishing. However, they do not specifically delve into the unique predictors and outcomes related to teacher flourishing. Several notable gaps emerge from this literature review on adolescent flourishing (Waigel & Lemos, 2023).

Prior reviews did not incorporate qualitative evidence regarding the lived experiences of flourishing. Furthermore, it is necessary to conduct longitudinal and intervention studies to establish causal and change-based relationships that monitor flourishing and assess enhancement initiatives. Fabricio et al. (2022) relied on bibliometric analysis software to conduct their literature study on flourishing. While providing a broad overview of research trends, this analytical approach has inherent limitations compared to manual systematic review methods. Bibliometric analyses do not assess the quality of studies due to the absence of a formal critical evaluation procedure (Caviggioli & Ughetto, 2019). Two previous systematic review studies (A'yuninnisa et al., 2024; Waigel & Lemos, 2023) were conducted using the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) guidelines. However, they specifically excluded unpublished articles. Excluding conference papers, theses, and dissertation studies risk missing relevant insights and findings (Paez, 2017).

Prior research has examined the intricacies of flourishing in the contexts of employment and adolescence; however, it has not put forth a particular emphasis on teacher flourishing. A lack of integration of qualitative evidence on lived experiences and the necessity for longitudinal and intervention studies that track flourishing over time and assess enhancement initiatives are among the many knowledge gaps pertaining to teacher flourishing. Fabricio et al. (2022) conducted their research on flourishing using bibliometric analysis software; however, this method has certain constraints in comparison to manual systematic review techniques. Two prior systematic reviews, adhering to the PRISMA guidelines, omitted unpublished articles, conference papers, theses, and dissertations, thereby potentially overlooking pertinent insights and discoveries. In general, there are substantial knowledge gaps regarding the relationship between teacher flourishing and adolescent flourishing.

The existing study on teacher well-being, including systematic reviews, has significantly improved. However, it is crucial to acknowledge the presence of gaps and unexplored domains leading to further investigation. The concept of flourishing within teacher contexts necessitates additional study to comprehensively comprehend its effects and outcomes (Redelinghuys & Rothmann, 2020). Even though certain conceptual frameworks have been developed to examine general flourishing (A'yuninnisa et al., 2024; Fabricio et al., 2022), there needs to be a comprehensive analysis regarding factors that impact teacher flourishing and the associated dynamics. Further investigation and development of strategic methods are required to address this knowledge gap.

Prior studies have shown the intricate nature of flourishing, including both hedonic and eudaimonic aspects. A comprehensive comprehension of the concept remains ambiguous within the framework of teacher flourishing. Examining various facets of teacher flourishing and their associations with other constructs related to well-being can obtain a more intricate comprehension. It is necessary to define teacher flourishing, summarize existing research, and identify key factors affecting it. A knowledge gap in the field of analyzing teachers' flourishing is intended to be filled by the current study. The provided text includes a comprehensive idea, a concise overview of previous studies, a compilation of the primary determinants influencing teacher flourishing, and an analysis of contextual elements contributing to variability in this phenomenon across different contexts. Therefore, the primary aim of this study activity is to provide a comprehensive overview of teacher flourishing, including its definition, predictors, mediators, and outcomes. The stated objectives contribute to the existing knowledge to enhance teacher flourishing within the educational setting. This research also has broader significance beyond academic contexts, offering significant insights for educators, policymakers, and academics committed to enhancing teachers' overall well-being and advancements in educational settings.

Methodology

Research Design

The systematic review used the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) 2020 checklist as the methodological framework. The use of the PRISMA framework can enhance the clarity and transparency of review processes and enhance the potential for future replications of this review (Mohamad Muar et al., 2024; Page et al., 2021).

Procedure

This protocol outlines a systematic method consisting of four key review steps: identification, screening, eligibility assessment, and inclusion of relevant studies. The investigation was conducted during September and October of the year 2023. The primary search terms were "teacher wellbeing" or "educator wellbeing" or "teacher well-being" or "educator well-being" or "educator flourishing" or "teacher flourishing" or "teacher PERMA" or "educator PERMA" or "educator mental health continuum" or "teacher mental health continuum" or "teacher flourishing scale" or "educator flourishing scale." A thorough literature search was executed, as shown in the PRISMA flowchart, including a search spanned four scientific databases selected from DOAJ, EBSCO Host, ProQuest, and Science Direct.

Subsequently, manual searches were conducted within the reference lists of unpublished articles in campus repositories and journal databases. A total of 10 articles were included despite needing to be detected in the initial database search. These databases were selected for their convenient access to contemporary empirical studies. The systematic process used was visually presented in Figure 1 through the PRISMA flowchart. The initial phase includes quantifying the number of references identified and determining the inclusion or exclusion of specific papers. The types of scholarly publications were confined to journal articles, theses, dissertations, conference proceedings, and unpublished studies. In total, 2,509 records were discovered across the selected databases.
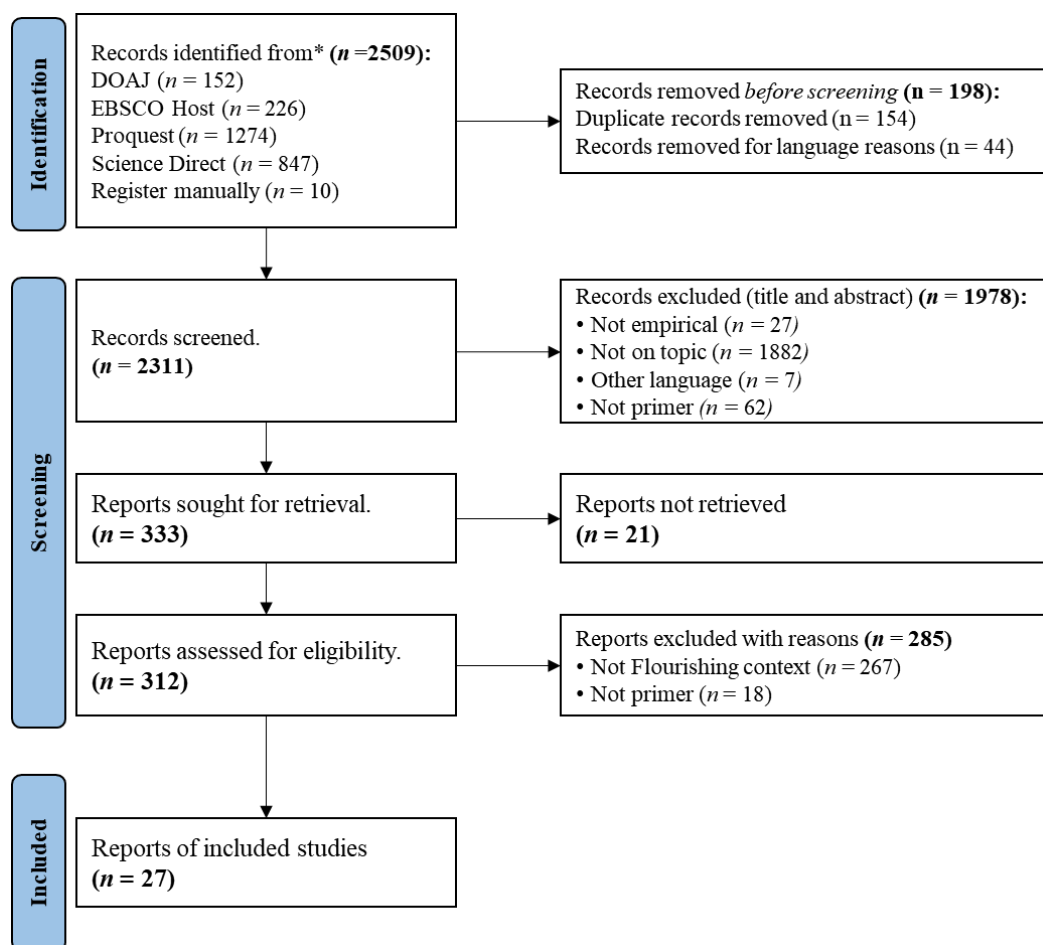

Figure 1. The PRISMA Diagram of the Systematic Literature Review

Exclusion and Selection Criteria

During the initial screening phase, 198 duplicate records and records not in English or Bahasa Indonesia were identified and excluded from further analysis. Subsequently, a comprehensive analysis was performed on the keywords, abstracts,

and titles of the remaining 2311 records. This study exclusively focused on empirical publications in English and Bahasa Indonesia that examined the flourishing of the teacher. A comprehensive examination of each paper was conducted during the subsequent phase of the eligibility assessment. During this screening phase, exclusion was conducted when studies (a) were not empirical, (b) did not focus on the flourishing of teachers, (c) were written in and distributed in languages besides Bahasa Indonesia and English, and (d) were systematic review articles. After completing the initial screening phase, the eligibility of the remaining 333 studies was assessed by conducting a thorough analysis of their complete texts. Therefore, a comprehensive total of 312 studies were found and retrieved. The comprehensive analysis of the complete text resulted in the exclusion of studies that lacked a prominent focus on flourishing and did not meet the requirements of being either a primer article or a systematic review. As a result, this leads to a total of 27 articles.

Data Analysis & Extraction

A comprehensive analysis was conducted on 27 articles, where each publication was objectively assessed. Each author in this article played a crucial role in defining the protocol, conducting searches, and extracting the initial data from the databases. Articles from databases were screened through peer review, ensuring consistency and objectivity in the data mining process. All authors in this article assumed the reviewer role and assessed all articles, considering specific criteria to determine their suitability for inclusion. The key themes, findings, methodologies, and limitations were systematically organized into a standardized matrix. Confirmation of overall interpretations was conducted through member checking. All differences in interpretation were resolved through open discussion and consensus between reviewers. The study independently analyzed key themes, categorized subjects, and conducted comparative analysis, resulting in a consolidated list for data mining purposes across various categories, including the year of publication, type of article (published or unpublished), main objectives, keywords, the origin of the study, number of participants, type of study, design, variable, instruments, and a short description of the result. The interaction between the primary theoretical framework and variable categories was analyzed to construct a dynamic model of teacher-flourishing relationships, formulating propositions within a novel conceptual model.

Findings/Results

Search Results

A total of 27 studies were incorporated into the qualitative synthesis. Despite conducting an initial search in DOAJ, EBSCO Host, ProQuest, and Science Direct without any limitations on the publication date, we found that the first article meeting our inclusion criteria and discussing teacher flourishing was published in 2017. It may be attributed to the emergence of the relatively novel concept of teachers flourishing. All the studies included in this compilation are original empirical studies. This review is centered on papers that provide theoretical definitions of teacher flourishing in line with the specified inclusion and exclusion criteria. The study was conducted in more than 15 countries: Australia, China, Colombia, Ethiopia, Hungary, Indonesia, Israel, Italy, New Zealand, Nigeria, South Africa, Spain, and the United States. Table 1 shows key attributes of the study. The data shows an upward trajectory in the number of publications. Even though there was only one publication in 2017 and 2018, the number increased in the following years. In 2019, four publications were recorded, which increased to five publications in 2020. The positive trend persisted in 2021 until 2023.

Table 1. Key Attributes of the Study

No	Study Characteristics	Number of Studies	
		Total	%
	Year of publication		
	2017	1	3.70
	2018	1	3.70
	2019	4	14.81
1.	2020	5	18.52
	2021	5	18.52
	2022	6	22.22
	2023	5	18.52
	Research methodology		
2.	Cross-sectional	22	81.48
	Longitudinal	5	18.52
	Publication status		
3.	Published	21	77.78
	Unpublished	6	22.22
	Research type		
	Qualitative	4	14.81
4.	Quantitative	20	74.07
	Mix-method	3	11.11

Examining data from 27 studies provides valuable insights into the present study state and the methodologies used. Approximately 81% of the studies, precisely 22 out of 27, employed a cross-sectional design. Only 18.52% of the studies employed a longitudinal method, indicating insufficient existing literature. The study used quantitative and qualitative studies and mixed methodologies. Of the studies analyzed, 74.07% used quantitative instruments, while 14.81% adopted a qualitative method. Furthermore, three studies used a mixed-methods method, accounting for 11.11% of the total, as seen by the data presented in Table 1.

The study includes teachers from diverse educational settings, comprising early childhood education, primary schools, middle schools, high schools, and universities. Out of the collective pool of 27 studies, one needed more pertinent detail regarding the educational institution. The analysis showed that 13 studies were centered on junior and senior high school education levels. Subsequently, primary school education levels were the focus of 10 studies, and seven were held to explore early childhood education.

The data depicted in Figure 2 provides an overview of the distribution of studies investigating the different roles of "flourishing." These roles are categorized as independent variables, dependent variables, or mediators. Approximately 55.56% of the studies incorporate "flourishing" as an independent variable, showing an inclination towards investigating the impact on various aspects or outcomes. As illustrated by Solarte (2021), flourishing was found to be a positive predictor of instructional practices among teachers.

In roughly 29.63% of the studies that have been conducted, the dependent variable "flourishing" has been examined. This investigation encompasses the potential impacts of educational environments, pedagogical approaches, and personal attributes on the teacher flourishing. An investigation conducted by Marais-Opperman et al. (2021) examines the relationship between perceived distress and self-efficacy on teacher flourishing, highlighting the impact of these independent variables on flourishing as the outcome variable. A minority of studies (14.81%) focus on the variable as a mediator, showing a desire to comprehend the influence of flourishing by other variables. An investigation carried out by Freire et al. (2020), for instance, explores the manner in which teacher flourishing acts as a mediator between psychological capital (PsyCap) and burnout among teachers.
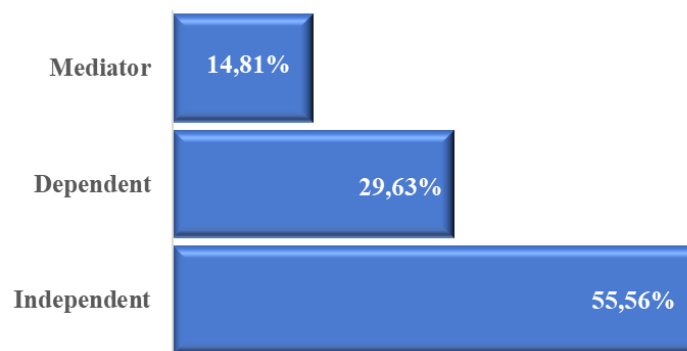

Figure 2. Teacher Flourishing as Variable

Conceptualisations and Measurements

Five fundamental theories were identified after analyzing the theoretical foundation of the teacher's study (Table 2). Despite the recent rise in job flourishing (work context), many academics favor a more comprehensive understanding and assessment within the larger framework of life.

Table 2. Conceptualizations and Operationalizations of Flourishing

Expert Name	Domain Definition	Component	Measurement Tools
Life Context			
Keyes (2002)	Flourishing is a comprehensive construct including three distinct dimensions: social, psychological, and emotional.	1. Emotional Well-being: • Avowed quality of life • Positive affect 2. Psychological Well-being: • Personal growth • Positive relationships • Autonomy • Purpose in life • Self-acceptance • Environmental mastery 3. Social Well-being • Social contribution • Social integration • Social growth • Social acceptance • Social coherence	Mental Health Continuum-Short Form
Diener et al. (2010)	Flourishing is the fulfillment of the needs of competence, relatedness, and self-acceptance, as well as the possession of psychological capital such as flow and engagement.	1. Positive relationships 2. Purpose and meaning 3. Engagement 4. Self-respect 5. Competence 6. Optimism 7. Social contribution	Flourishing Scale
Seligman (2011)	Flourishing is a state of well-being characterized by positive emotions, engagement, relationships, meaning, and accomplishments.	1. Positive emotion 2. Engagement 3. Relationships 4. Meaning 5. Accomplishment	1. The PERMA-Profiler 2. The Workplace PERMA-Profiler
Vanderweele (2017)	Flourishing is a condition in which positive attributes and outcomes characterize all dimensions of an individual's existence.	1. Meaning and purpose 2. Character and virtue 3. Mental and physical health 4. Close social relationships 5. Happiness and life satisfaction 6. Financial and material stability	Flourish and Secure Flourish Index
Work Context			
Rothmann (2013)	Flourishing at work is an employee's optimal well-being, which can be attained through cultivating positive experiences and effectively managing job-related factors.	1. Emotional Well-being at Work • Positive emotion • Job satisfaction 2. Psychological Well-being at Work • Harmony • Work engagement (vitality and dedication) • Self-determination • Meaning and purpose 3. Social Well-being • Social actualization • Social coherence • Social integration • Social contribution • Social acceptance	1. Flourishing-at-Work Scale 2. Flourishing at Work Scale – Short Form

Four studies used qualitative questionnaires based on the Experience of PERMA (Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment) Interviews. A total of four generic measures were used in nineteen of the

twenty-seven studies, namely The Flourish and Secure Flourish Index (one study), Mental Health Continuum-Short Form (four studies), The Workplace PERMA profiler (seven studies) and Flourishing Scale (seven studies). All four of these measures are applied to flourishing in life. Four studies used The Flourishing-at-Work Scale to assess job flourishing, as shown in Table 3.

Table 3. Measurement of Flourishing

No	Measurement Tools	Representative publications
1.	Mental Health Continuum-Short Form (MHC-SF) (Keyes, 2002)	Awwad-Tabry et al. (2023) Capone et al. (2022) Capone and Petrillo (2020) Nnubia et al. (2022)
2.	The Workplace PERMA-Profiler (Butler & Kern, 2016)	Bynum (2019) MacIntyre et al. (2019) Solarte (2021) Zadok-Gurman et al. (2021) Zewude et al. (2023) Wu et al. (2022)
3.	The Workplace PERMA-Profiler (Kun et al., 2017)	Kun and Gadanecz (2022)
4.	Experience of PERMA Interview (qualitative)	Crider (2021) Turner and Thielking (2019) Ballantyne and Zhukov (2017) Nadlifah et al. (2023)
5.	Flourishing Scale (Diener et al., 2010)	Cann et al. (2022) Chao et al. (2023) Walter (2020) Freire et al. (2020) Halford et al. (2020) Soracco (2021) Cheung et al. (2022)
6.	Flourish and Secure Flourish Index (Vanderweele, 2017)	Prissly and Kho (2023)
7.	Flourishing at Work Scale (Rautenbach & Rothmann, 2017)	Redelinghuys et al. (2019b) Redelinghuys and Rothmann (2020)
8.	Flourishing at Work Scale – Short Form (Rautenbach & Rothmann, 2017)	Redelinghuys et al. (2019a) Marais-Opperman et al. (2021)

Several studies explore qualitative data on teacher flourishing (Ballantyne & Zhukov, 2017; Crider, 2021; Kun & Gadanecz, 2022; Nadlifah et al., 2023; Walter, 2020), which was measured using an interview questionnaire based on Seligman's PERMA theory (Seligman, 2011). The themes obtained can be categorized into five PERMA constructs: positive emotion, engagement, relationship, meaning, and achievement (Figure 3). Qualitative data has the potential to enhance the outcomes of the analysis.
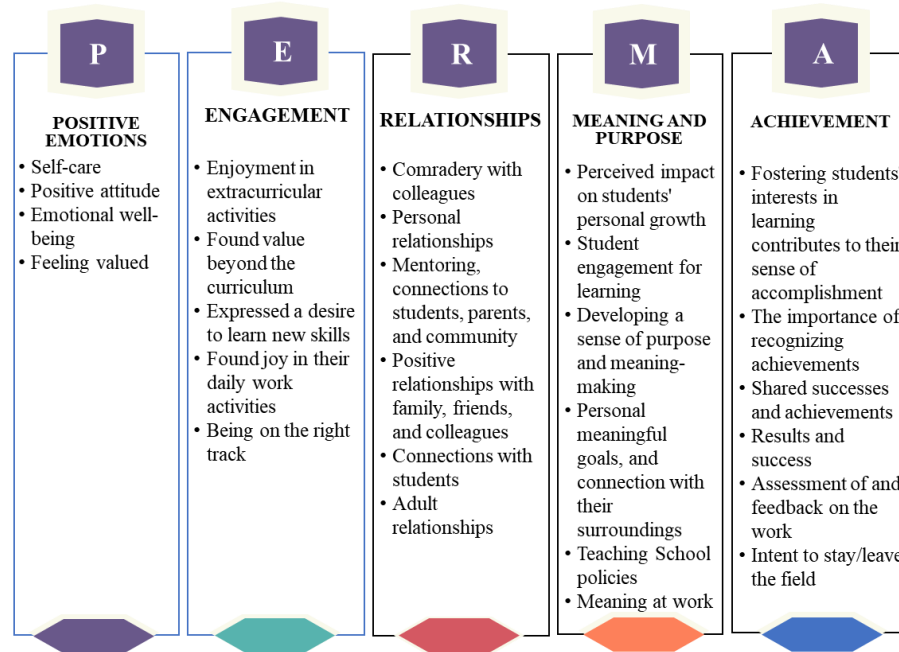
P	**E**	**R**	**M**	**A**
POSITIVE EMOTIONS	**ENGAGEMENT**	**RELATIONSHIPS**	**MEANING AND PURPOSE**	**ACHIEVEMENT**
• Self-care • Positive attitude • Emotional well-being • Feeling valued	• Enjoyment in extracurricular activities • Found value beyond the curriculum • Expressed a desire to learn new skills • Found joy in their daily work activities • Being on the right track	• Comradery with colleagues • Personal relationships • Mentoring, connections to students, parents, and community • Positive relationships with family, friends, and colleagues • Connections with students • Adult relationships	• Perceived impact on students' personal growth • Student engagement for learning • Developing a sense of purpose and meaning-making • Personal meaningful goals, and connection with their surroundings • Teaching School policies • Meaning at work	• Fostering students' interests in learning contributes to their sense of accomplishment • The importance of recognizing achievements • Shared successes and achievements • Results and success • Assessment of and feedback on the work • Intent to stay/leave the field

Figure 3. Themes From Qualitative Articles

Predictors, Mediators, and Outcomes

Table 4 presents a comprehensive compilation of factors influencing teacher's flourishing. The primary factors influencing outcomes are person-environment fit (67% of the variance), leadership (ranging from 41.2% to 47.7%), social media activities related to personal, effort, effort-reward imbalance, reward, social media activities related to work (48,7%). Work-related meaning in life, optimism, and perceptions of school leadership quality (47.5%) contributed significantly to the outcomes. The R-squared value was not mentioned in three studies (Cheung et al., 2022; Wu et al., 2022; Zewude et al., 2023), leaving the percentage of determination unknown.

Table 4. Determinants of Flourishing in Quantitative Articles

No	Author	Origin of the study	Subject (n)	Determinants
1	Awwad-Tabry et al. (2023)	Israel	300	Resilience, self-efficacy, job support, teaching seniority (18%)
2	Bynum (2019)	USA	124	Leadership (41.2% - 47.7%)
3	Cann et al. (2022).	New Zealand	559	Network intentionality (4.9 to 15.9%) Network exposure index (7.7 to 7.8%) Network community membership (1.9% to 5.5%) Network interactions (0.3% to 2%) School condition (13.3% to 31.2%)
4	Capone et al. (2022).	Italia	609	Job satisfaction, collective efficacy, and gender (29%)
5	Chao et al. (2023).	China	509	Perceptions on quality of school leadership, optimism, and work-related meaning in life (47.5%)
6	Cheung et al. (2022)	China	459	Self belief
7	Marais-Opperman et al. (2021)	South Africa	209	Perceived positive stress, perceived distress (30%)
8	Prissly and Kho (2023)	Indonesia	68	Teacher effort-reward imbalance, social media activities related to personal teacher effort, teacher reward, social media activities related to work (48,7%)
9	Zewude et al. (2023).	Ethiopia	883	Covid stress, sense of coherence, resilience
10	Redelinghuys et al. (2019b)	South Africa	258	Person–environment fit (67%)
11	Wu et al. (2022).	China	258	Psychological capital

Figure 4 is a graphical depiction and concise overview of the evidence under consideration. A considerable proportion of the 31 predictor variables analyzed in the reviewed publications were assessed once during the procedure. Variables subjected to repeated examination, including resilience and psychological capital, showed a positive correlation with teacher flourishing. The observed correlations between teacher flourishing and factors of subjective perceptions of stress, obligations, and insufficient recognition for teachers were negative variables examined to determine their potential as indirect predictors. Additionally, various studies have investigated these factors as direct indicators of job flourishing. The variables were organizational justice, organizational relationships, and school culture, examined solely as indirect predictors. Positive associations were reported with teacher flourishing, including organizational relationships, organizational justice, collective self-efficacy, and self-efficacy.
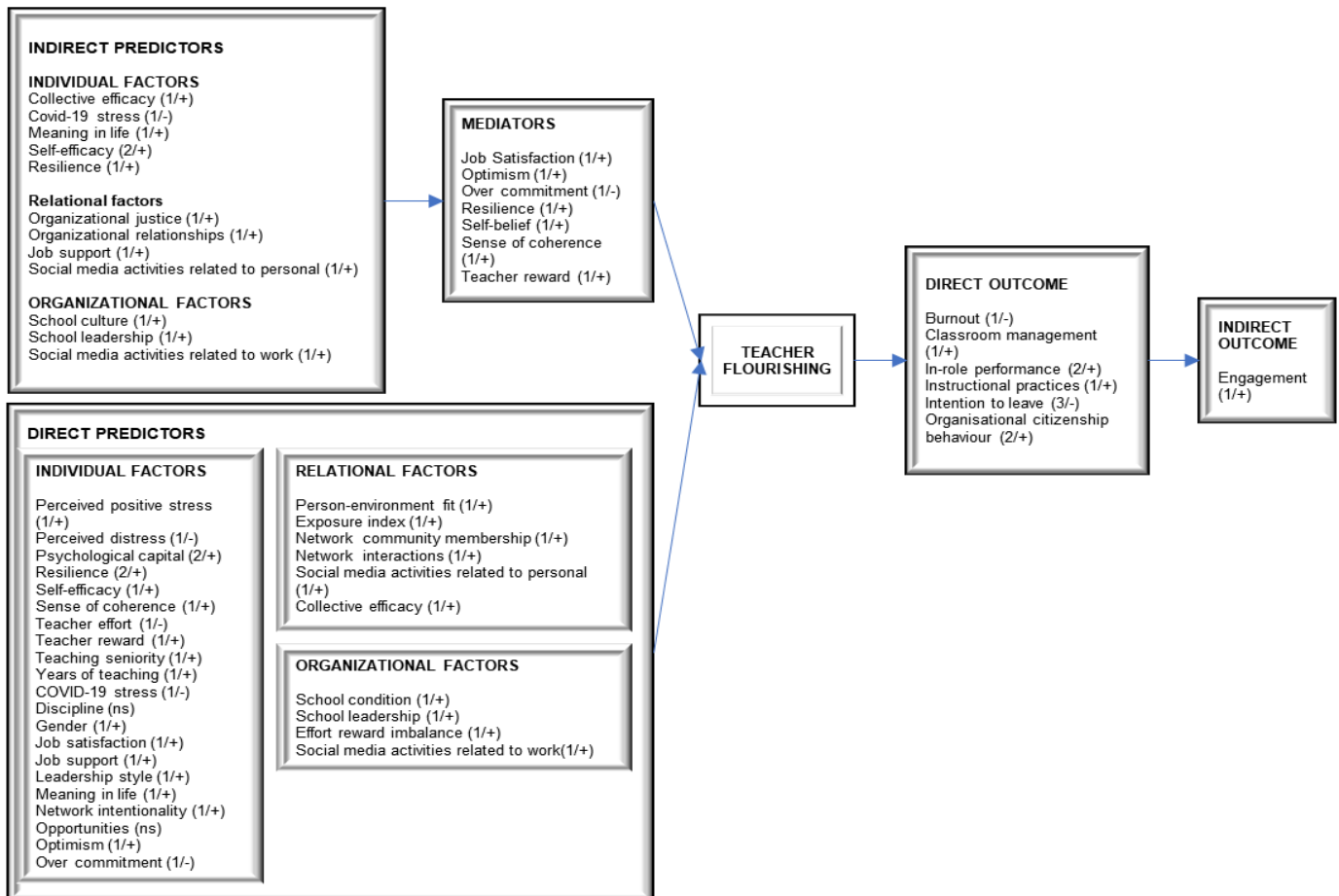

Figure 4. Summary of Teacher Flourishing Variables (Predictors, Mediators, Outcomes)

Seven variables, namely over-commitment, job satisfaction, teacher reward, sense of coherence, resilience, optimism, and self-belief, were mediators between indirect predictors and teacher flourishing. Among the six primary outcomes, the most investigated include the intention to depart from the organization, in-role performance, and citizenship behavior. The remaining variables were assessed individually and yielded a favorable outcome. Furthermore, a negative correlation was observed between intention to leave and burnout. A study reported that teacher flourishing could have indirect outcomes, such as increased engagement and distal effects. According to Figure 3, most of the variables were subjected to a single test, showing the necessity for replications despite the considerable attention devoted to the topic and its potential associations with various individual, relational, and organizational factors (Cann et al., 2022). The existing data also shows an absence of uniformity in the influence exerted by specific variables. Certain variables appear to be direct predictors and mediators within this context.

Conclusion

The discernible trend in teacher flourishing research may indicate a growing interest in the topic under investigation or a cumulative effect stemming from prior findings. The notable trend in educational research is evidenced by the number of publications on teachers flourishing from 2017 to 2023. Since 2019, there has been a notable surge in the number of publications about the subject, consistent with the observed upward trend. This trend implies that the annual research being conducted is potentially generating a cumulative effect by expanding upon the discoveries made in prior years. Moreover, consistently producing five to six publications from 2020 until 2023 raises intellectually stimulating questions concerning the enduring allure of teacher flourishing. These findings are consistent with a systematic review of job

flourishing that A'yuninnisa et al. (2024) conducted, indicating an upward trend since 2019. A systematic review by Fabricio et al. (2022) revealed a comparable upward trajectory, indicating that investigations into human flourishing have commenced since 1997 and are projected to exhibit a consistent upward trend through 2022.

The participation of teachers from various educational environments in this research provides a nuanced viewpoint on understanding teacher well-being across different academic tiers. The dataset is comprehensive and covers a wide range of participants, including those from early childhood education, primary schools, middle schools, high schools, and universities, thus reflecting the extensive scope of the investigation. This comprehensive analysis of teachers flourishing in various educational environments enhances our comprehension of the elements that impact their flourishing at different educational levels. The importance of early childhood education has been widely recognized, and several research initiatives have extensively studied this subject. Seven studies focused on early childhood education, highlighting an understanding of the distinct difficulties and dynamics during this crucial development period. This study significantly enhances the present knowledge of the well-being of teachers in early childhood education by elaborating upon the findings of a prior systematic review (Cumming, 2017; Cumming & Wong, 2019; Hall-Kenyon et al., 2014).

Most studies use a cross-sectional design. This design is characterized by its snapshot-oriented nature, primarily aiming to gather data at a singular moment. The present design shows practicality but is subject to certain limitations, including the inability to establish causal relationships or track temporal variations. The increasing prevalence of quantitative cross-sectional research underscores the necessity for longitudinal investigations to ascertain the sustainability of flourishing, identify its determinants, and evaluate its developmental outcomes (Waigel & Lemos, 2023). Due to the crucial role in monitoring temporal changes and identifying causal links, longitudinal studies are advocated better to comprehend the evolution and complexities of teacher flourishing.

Generally, flourishing has been defined as consisting of two primary dimensions: eudaimonic and hedonic well-being. Emotional well-being is referred to as hedonic well-being, whereas eudaimonic well-being encompasses psychological and social aspects such as significant relationships, a positive social life, and personal autonomy. This definition is substantiated by Diener et al. (2010) and Keyes (2002). A multitude of indicators are utilized in the domain of assessing hedonic well-being. An example of such an indicator is positive affect, which concerns one's subjective experience of happiness and general satisfaction with life (Seligman, 2011; Vanderweele, 2017). Several models have been proposed to comprehend and measure human happiness and well-being, which are essential to teacher's flourishing and success. The concept proposed by Diener et al. (2010) encompasses both subjective and psychological well-being, with a significance on happiness, life satisfaction, positive emotions, and personal growth, while recognizing individual and cultural differences (Hone et al., 2014; Waigel & Lemos, 2023). Keyes (2002, 2007) introduced a comprehensive conceptual framework for mental health, incorporating various dimensions such as emotional, social, and psychological well-being.

According to Seligman (2011), the establishment of theoretical foundations for the flourishing framework has been achieved by integrating eudaimonic and hedonic perspectives. This integration shows that flourishing includes the coexistence of positive emotions, engagement, interpersonal connections, and the attainment of goals (Hone et al., 2014; Waigel & Lemos, 2023; Yildirim, 2019). The flourishing model by Vanderweele (2017) considered numerous factors, such as health, pleasure, life satisfaction, character, social relations, and financial stability. This model identified character strengths as an important factor in facilitating flourishing outcomes (Logan et al., 2023).

The existing literature primarily focuses on the theory across diverse life contexts. Fabricio et al. (2022) conducted an extensive systematic review and identified a significant absence of targeted research concerning workplace flourishing. Flourishing within the context of employment, considered a construct related to mental well-being, has generated considerable discussion and disagreement from the absence of a widely agreed definition and operational framework (A'yuninnisa et al., 2024; Freire et al., 2020). The concept has recently surfaced, necessitating more comprehensive study to enhance comprehension of work-related phenomena (A'yuninnisa et al., 2024; Marais-Opperman et al., 2021; Redelinghuys & Rothmann, 2020).

Various facets of the initially investigated topic have been examined, such as the hedonic and eudemonic dimensions associated with the experience of positive emotions and optimal functioning (Rautenbach & Rothmann, 2017; Rothmann, 2013). Rothmann (2013) proposed the workplace flourishing model, which showed emotional, psychological, and social dimensions and job satisfaction, autonomy, competence, and personal development. The constituents of workplace flourishing could be categorized into eudaimonic and hedonic components. The eudaimonic elements include learning, autonomy, engagement, and self-determination, while the hedonic well-being aspect comprises happiness at work and job satisfaction.

Several publications have examined flourishing using various theoretical models, while others have assessed it using specific indicators. This scenario presents challenges in comparing outcomes and has led to a need for more clarity regarding the precise definition of flourishing. Ambiguity in the understanding of constructs, instruments that do not conform to the underlying theory are created and utilized, resulting in incomplete evaluation of the constructs. The model authors use to support their research must be positioned carefully because, depending on their theoretical framework, several explanations for the phenomenon they are studying will emerge (Waigel & Lemos, 2023).

Cann et al. (2022) examined factors contributing to teacher flourishing across three groups: individual, relational, and organizational. The level of teachers' flourishing can be attributed to various influential variables. Resilience, self-efficacy, optimism, and relational factors are the personal characteristics of these determinants. Additionally, the interplay between individuals and their surroundings, including the consistency between personal traits and the environment and network conditions, contribute to the levels of flourishing observed. Organizational factors such as the school's condition and leadership quality should be considered. Promoting teacher happiness and job satisfaction can be attained by considering the above factors.

Investigating the diverse frameworks proposed by Keyes, Diener, and Seligman is a captivating endeavor, given that they each present distinctive vantage points regarding the conceptualization of positive mental health. These frameworks incorporate a variety of components that collectively enhance the state of well-being. As Zábó et al. (2022) proposed, the concept includes a comprehensive evaluation of subjective well-being. This evaluation considers various components, such as emotional states and psychological functioning, across multiple domains of life, including emotional, psychological, social, and spiritual aspects. Based on the components in Table 2, a new model was proposed, including spiritual well-being, as shown in Figure 5. These categorizations reflect the diverse dimensions of well-being, such as emotional, psychological, social, and spiritual aspects. According to Moberg and Brusek (1978), spiritual well-being can be conceptualized as a construct of two distinct dimensions. The initial dimension concerns an individual's affiliation with a transcendental entity within a particular religious context. The second dimension pertains to the subjective interpretation of significance and intentionality in an individual's existence.
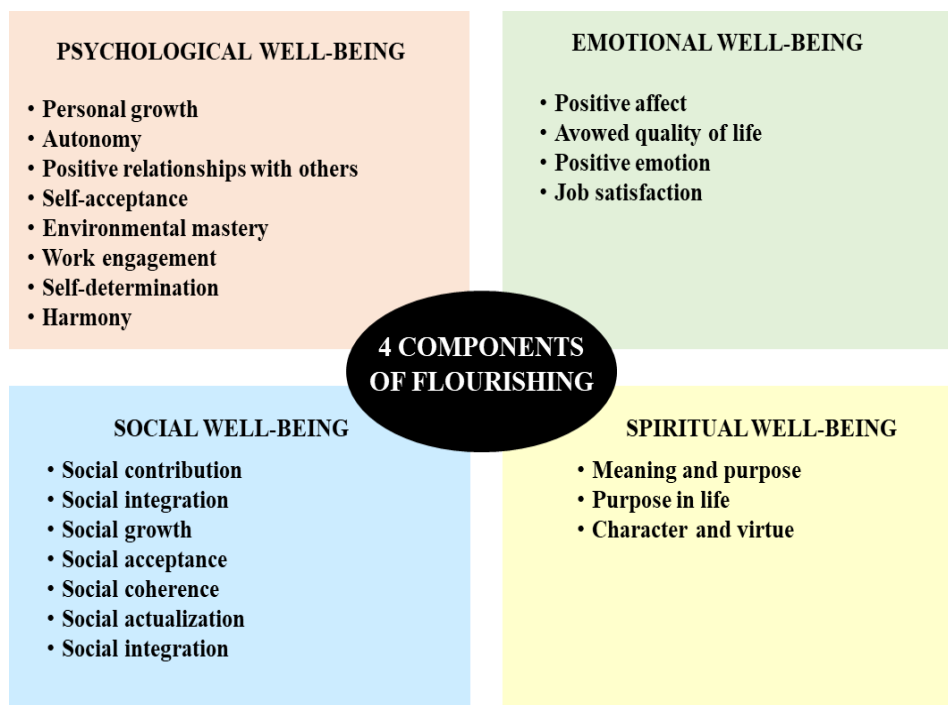
PSYCHOLOGICAL WELL-BEING

• Personal growth
• Autonomy
• Positive relationships with others
• Self-acceptance
• Environmental mastery
• Work engagement
• Self-determination
• Harmony

EMOTIONAL WELL-BEING

• Positive affect
• Avowed quality of life
• Positive emotion
• Job satisfaction

4 COMPONENTS OF FLOURISHING

SOCIAL WELL-BEING

• Social contribution
• Social integration
• Social growth
• Social acceptance
• Social coherence
• Social actualization
• Social integration

SPIRITUAL WELL-BEING

• Meaning and purpose
• Purpose in life
• Character and virtue

Figure 5. New Components of Flourishing

Spirituality pertains to the internal encounter of establishing a connection with God and finding significance and direction in life. Spirituality is commonly regarded as a personal encounter that is regarded as holy and pertains to an emotional bond or association with God or the transcendent, which takes place outside of oneself (Hulett & Armer, 2016; Paul Victor & Treschuk, 2020). The newly proposed model aligns with the findings of prior qualitative research conducted by Yulisinta, Setiadi and Suci (2023), which indicated that the themes associated with the flourishing of early childhood education teachers in Indonesia primarily revolve around spiritual aspects. The underlying reason arises from an intricate interaction of various elements, which includes a deep connection to culture. Indonesia is widely recognized as a religious nation from a cultural standpoint and possesses a wealth of spiritual values.

In Indonesia, spirituality is closely intertwined with religiosity, which primarily revolves around religious regulations and rituals. Religiosity is a cultural value deeply ingrained in Indonesian society and transmitted across generations (Panggabean et al., 2014; Yulisinta, Marta, et al., 2023). Indonesia's diversity of religious and indigenous belief systems shows the criticality of incorporating spiritual well-being. Teacher in Indonesia obtains meaning, purpose, and grit through their spiritual convictions, influencing their holistic welfare and professional demeanor (Yulisinta, Setiadi & Suci, 2023). Therefore, it is apparent that many participants associated their commitment and motivation to teach with flourishing within the context of their spirituality or religiosity.

According to Markus Kitayama's culture theory, culture substantially impacts human behavior, cognition, and emotion (Matsumoto & Juang, 2013). Regarding teacher flourishing, Kitayama's culture theory posits that teachers may encounter enhanced social support and connectedness in collectivist cultures, whereas, in individualistic cultures, they may experience heightened autonomy and independence (Węziak-Białowolska et al., 2019). Cultural values and beliefs can impact how teachers perceive and react to stressors and challenges (Das et al., 2020). For example, in cultures that value emotional restraint, teachers may be compelled to suppress their emotions, which can have detrimental effects. Conversely, teachers may be encouraged to freely express their emotions in cultures that prioritize emotional openness, leading to favorable outcomes. Comprehending the cultural elements that contribute to the flourishing of teachers and policymakers can devise more efficient strategies to bolster teacher well-being and foster favorable outcomes for teachers and students.

In conclusion, the concept of "teacher flourishing" was highly regarded in positive psychology. The teacher's optimal psychological and overall well-being was demonstrated in this situation, including their personal life and work environment. Examining teacher flourishing was important, necessitating a comprehensive effort in theoretical and practical domains. This systematic literature review offered a concise overview, including its definition, predictors, mediators, and outcomes. In formulating policies and initiatives designed to enhance teachers' welfare and students' academic performance, it was crucial to thoroughly understand the various factors contributing to the variable. This comprehension enabled the establishment of policies and programs to support the flourishing of teachers, showing a favorable impact on the academic accomplishments of the students under their instruction. The results of this study significantly contribute to the current understanding of teacher flourishing by improving upon previous research findings. Further study was necessary to establish and verify metrics that measured teacher flourishing while comprehending the fundamental causes and ramifications.

The review provides suggestions for prospective study endeavors in teacher flourishing. These recommendations include creating assessment tools to evaluate the concept, exploring factors contributing to its occurrence, and identifying interventions. More investigation and the refinement of more precise measures are important to acquire a more profound comprehension of teacher flourishing. The data analysis states the importance of implementing a comprehensive method to methodology, which includes qualitative and mixed-methods studies. Adopting a perspective that enables a comprehensive understanding of the various factors involved is essential to enhance teacher flourishing properly. Future study places greater importance on investigating the advantages of integrating cross-sectional and longitudinal designs to comprehensively capture the dynamic characteristics of flourishing.

By emphasizing the global significance of researching teacher flourishing and the potential influence of cultural differences on theoretical definitions in diverse educational contexts, the extensive geographic representation, which includes over 15 countries, is expected to strengthen the analysis. In this systematic review, 27 examined research articles did not incorporate cultural factors. This observation indicates the necessity for additional research to explore the intricate correlation between cultural context and teacher flourishing. The significance of comprehending the function of culture about this notion resides in its substantial influence on the perspectives and methodologies of individuals in the field of education.

Hence, further investigation into the influence of regional cultural values, norms, and practices on the viewpoints and experiences of educators regarding the notion of flourishing would be advantageous. A more comprehensive and culturally attuned comprehension of the elements can be attained by acknowledging and quantifying these aspects within the context of teacher flourishing. Policymakers can improve the knowledge base for creating interventions and support structures by acknowledging the importance of spiritual well-being in fostering teacher success. By adopting this approach, educational programs would significantly enhance teachers' holistic development and satisfaction within the specific socio-cultural environment.

The review used a rigorous methodology, adhering to the PRISMA protocol, to search and assess the quality of the included studies. Despite a comprehensive search, the study's rigorous criteria for publication inclusion may have excluded some publications. Future investigations could use alternative search terms and criteria, adhering to the PRISMA protocol to avoid selection biases. Given the modest sample size of 27 articles, the scope of study in this specific field might need to be sufficiently represented, which could impede the development of an understanding of the phenomenon of teacher flourishing. The reviewed studies were analyzed using a theoretical framework. Biases may be introduced because of subjective interpretations during the development of the conceptual model, which can present difficulties in interpreting results. Future research should conduct empirical tests to examine the specified propositions and gain more insights relevant to practical applications. The research may have been limited in scope due to the possible existence of cultural bias in the studies conducted in multiple countries. Therefore, further inquiry should be undertaken, considering cultural aspects.

Conflict of Interest

The author(s) declared no potential conflicts of interest concerning this article's research, authorship, and publication.

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