

**Research on mental health, well-being and their protective factors**  
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**COMPONENTS OF TEACHERS' MENTAL WELL-BEING: INVESTIGATING ITS  
ASSOCIATION WITH BURNOUT, MOTIVATION, DEPRESSION AND RESILIENCE**

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Teachers' well-being is influenced by both negative (risk) factors, such as burnout and stress (Parker, Martin, & Dicke, 2014; Smetackova et al., 2019), and positive (protective) factors, including resilience, motivation, and job satisfaction (Hascher & Waber, 2021). These factors are interconnected within a complex system involving personal, professional, and organizational elements (Yildirim, 2014). Our research aims to investigate teachers' mental well-being using an online questionnaire, examining the following variables: (a) general well-being, (b) professional well-being, (c) depression, (d) burnout, (e) work motivation, (f) resilience and (g) health behavior. The research sample includes teachers (N=602, 44% aged between 50-59 years; 86.4% females) who work in institutions available in the Public Education Information System database. The online questionnaire contained the following instruments: (a) WHO Five Well-Being Index; (b) Teacher Subjective Wellbeing Questionnaire; (c) The Mini Oldenburg Burnout Inventory; (d) Center for Epidemiologic Studies – Depression Scale; (e) Multidimensional Work Motivation Scale; (f) Teachers' Resilience Scale; (g) sociodemographic variables; and (h) data on smoking, alcohol consumption and health status. Pearson correlation coefficients assessed the relationships between the variables. General well-being was negatively correlated with the disappointment subscale of burnout ( $r(602) = -.522, p < .001$ ), exhaustion subscale of burnout ( $r(602) = -.649, p < .001$ ), depression ( $r(602) = -.461, p < .001$ ), amotivation ( $r(602) = -.416, p < .001$ ) and extrinsic material motivation ( $r(602) = -.126, p < .001$ ). It was positively correlated with introjected motivation ( $r(602) = .116, p < .001$ ), identified motivation ( $r(602) = .201, p < .001$ ), intrinsic motivation ( $r(602) = .463, p < .001$ ), personal resilience ( $r(602) = .381, p < .001$ ), social resilience ( $r(602) = .405, p < .001$ ), family resilience ( $r(602) = .280, p < .001$ ) and spiritual resilience ( $r(602) = .257, p < .001$ ). Similarly to general well-being, professional well-being was negatively correlated to the disappointment subscale of burnout ( $r(602) = -.593, p < .001$ ), exhaustion subscale of burnout ( $r(602) = -.477, p < .001$ ), depression ( $r(602) = -.388, p < .001$ ), amotivation ( $r(602) = -.499, p < .001$ ) and extrinsic material motivation ( $r(602) = -.132, p < .001$ ). It was also positively correlated with introjected motivation ( $r(602) = .190, p < .001$ ), identified motivation ( $r(602) = .284, p < .001$ ), intrinsic motivation ( $r(602) = .478, p < .001$ ), personal resilience ( $r(602) = .475, p < .001$ ), social resilience ( $r(602) = .584, p < .001$ ), family resilience ( $r(602) = .311, p < .001$ ) and spiritual resilience ( $r(602) = .225, p < .001$ ). Our findings suggest that supporting resilience and intrinsic motivation while addressing burnout to increase teachers' mental well-being are important practical implications for workplace interventions. These programs should aim at reducing burnout and promoting resilience-building strategies.