

Pedagogical Wellbeing and Academic Engagement among Teachers and Students

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Abstract. *Pedagogical wellbeing has emerged as an important concept in contemporary educational research, emphasizing the relationship between teaching practices, teacher wellbeing, and student engagement. It focuses on creating a supportive and meaningful learning environment where both teachers and students experience satisfaction, motivation, and positive interactions during the teaching–learning process. Academic engagement refers to the level of participation, attention, and commitment students demonstrate in educational activities. This review paper examines the relationship between pedagogical wellbeing and academic engagement among teachers and students. Drawing upon existing literature in educational psychology and pedagogy, the paper explores the conceptual framework of pedagogical wellbeing, its dimensions, and its influence on classroom engagement and learning outcomes. Studies indicate that teacher wellbeing, supportive classroom environments, and positive teacher–student relationships significantly enhance students’ engagement, motivation, and academic performance. Furthermore, pedagogical strategies such as collaborative learning, inclusive pedagogy, and emotional support play a vital role in strengthening engagement. The findings of this review highlight the need for educational institutions to prioritize pedagogical wellbeing as a key component of effective teaching and learning. Promoting teacher wellbeing and creating supportive classroom environments can foster greater academic engagement among students and improve overall educational outcomes.*

Key words: *Pedagogical Wellbeing, Academic Engagement, Teacher Wellbeing, Student Engagement, Educational Psychology, Teaching–Learning Process.*

1. Introduction: Education is a dynamic process that involves not only the transmission of knowledge but also the development of emotional, social, and psychological wellbeing among learners and educators. In recent years, the concept of pedagogical wellbeing has gained increasing attention in educational research due to its significant influence on teaching effectiveness and student learning outcomes.

Pedagogical wellbeing refers to the quality of teaching and learning experiences that promote satisfaction, motivation, and positive relationships within the educational environment. It encompasses interactions between teachers and students, the design of teaching practices, and the emotional climate of the classroom. Pedagogical wellbeing is therefore considered a holistic concept that integrates teaching practices, psychological wellbeing, and learning engagement.

Academic engagement, on the other hand, represents the degree to which students participate actively in educational activities. Engaged students demonstrate behavioral, emotional, and cognitive involvement in learning tasks. High levels of engagement are associated with improved academic achievement, motivation, and long-term learning outcomes.

Research suggests that teacher wellbeing and supportive pedagogical practices significantly influence student engagement. When teachers experience professional satisfaction and maintain positive relationships with students, they are more capable of creating motivating and inclusive learning environments. In such contexts, students feel encouraged to participate actively in learning activities and develop a deeper interest in their studies.

This review paper aims to explore the relationship between pedagogical wellbeing and academic engagement among teachers and students. It examines theoretical perspectives, existing research findings, and pedagogical implications for improving teaching–learning processes.

2. Concept of Pedagogical Wellbeing

Pedagogical wellbeing refers to the quality of wellbeing experienced in everyday teaching and learning activities within an educational environment. It involves the emotional, psychological, and professional satisfaction of teachers and students during the teaching–learning process. Pedagogical wellbeing includes aspects such as effective classroom interaction, supportive institutional culture, and meaningful learning experiences.

Scholars describe pedagogical wellbeing as a systemic concept shaped by interactions among teachers, students, and the wider educational community. It is influenced by teaching methods, collaboration, institutional support, and the learning climate in schools and universities.

Pedagogical wellbeing also depends on the relationships among teachers, students, and colleagues within the educational institution. Positive teacher–student interaction, cooperation among teachers, and supportive leadership contribute significantly to maintaining pedagogical wellbeing.

Several dimensions are commonly associated with pedagogical wellbeing:

1. **Teacher wellbeing** – professional satisfaction, motivation, and emotional stability of teachers.
2. **Student wellbeing** – students’ sense of belonging, security, and enjoyment in learning.
3. **Positive learning environment** – supportive classroom climate that encourages participation and collaboration.
4. **Meaningful teaching practices** – pedagogical approaches that promote active learning and intellectual curiosity.

When these elements are effectively integrated, pedagogical wellbeing enhances both teaching effectiveness and learning engagement.

3. Concept of Academic Engagement: Academic engagement refers to the degree of students’ active involvement in learning activities. It includes students’ attention, participation, and emotional investment in the learning process. Student engagement is widely recognized as a key indicator of effective teaching and educational success. Researchers commonly identify three major dimensions of academic engagement:

3.1 Behavioral Engagement: Behavioral engagement refers to students’ active participation in classroom activities such as attending classes, completing assignments, and participating in discussions.

3.2 Emotional Engagement: Emotional engagement reflects students’ feelings toward teachers, peers, and academic subjects. Positive emotions such as interest, enjoyment, and enthusiasm enhance students’ motivation to learn.

3.3 Cognitive Engagement: Cognitive engagement involves students’ willingness to invest effort in understanding complex concepts and applying higher-order thinking skills.

Engaged students tend to perform better academically and show higher levels of persistence and motivation. Research indicates that engagement significantly influences academic success and reduces the likelihood of dropout or disengagement from school activities.

Review of Literature

1. Huo (2022) – Psychological Wellbeing and Academic Engagement, Huo (2022) examined the relationship between learners' psychological wellbeing and academic engagement in educational contexts. The review highlighted that positive emotional states such as enjoyment, resilience, and interest significantly influence students' engagement in learning activities. The study concluded that psychological wellbeing contributes to higher levels of academic engagement and perseverance, which in turn improves learning outcomes and academic success.

2. Prananto et al. (2025) – Teacher Support and Student Engagement, Prananto and colleagues conducted a systematic literature review to explore the relationship between perceived teacher support and student engagement in higher education. The findings revealed that teacher support plays a crucial role in promoting students' motivation, commitment, and active participation in learning activities. The study also identified several mediating factors such as self-efficacy, positive emotions, and supportive learning environments that strengthen the relationship between teacher support and academic engagement.

3. Wang et al. (2024) – Teacher–Student Relationship and Learning Engagement, Wang and colleagues investigated the influence of teacher–student relationships on learning engagement among college students. Their study found that positive teacher–student relationships significantly enhance learning engagement. The research also demonstrated that social support and academic self-efficacy act as important mediating factors that strengthen students' involvement in academic activities.

4. Guo et al. (2025) – Teacher Emotional Support and Engagement, Guo and colleagues explored how teacher emotional support influences students' learning engagement. The findings showed that teacher emotional support positively predicts students' academic self-efficacy, resilience, and engagement in learning activities. The study emphasized that supportive and empathetic teaching practices enhance students' confidence and motivation, thereby increasing their academic engagement.

5. Pinter (2024) – Teacher and Learner Wellbeing in Classroom Research, Pinter examined teacher and learner wellbeing through collaborative classroom research. The study highlighted that positive emotions, meaningful relationships, and active engagement contribute significantly to both teacher and student wellbeing. When teachers and students collaborate in classroom activities, they experience greater satisfaction, improved relationships, and stronger engagement in learning.

6. Main and Whatman (2023) – Social and Emotional Pedagogical Approaches, Main and Whatman studied the impact of social and emotional pedagogical programs designed to re-engage students who were at risk of disengaging from school. The findings indicated that pedagogical strategies focusing on emotional support, collaborative learning, and student participation help improve students' engagement and motivation. These approaches also contribute to creating supportive learning environments that promote pedagogical wellbeing.

4. Relationship between Pedagogical Wellbeing and Academic Engagement

Pedagogical wellbeing and academic engagement are closely interconnected. When teachers experience professional satisfaction and emotional wellbeing, they are more likely to create engaging learning environments. Such environments encourage students to participate actively in learning activities.

Positive teacher–student relationships play a crucial role in strengthening engagement. When students feel supported and respected by their teachers, they develop greater confidence and motivation to participate in academic tasks.

Teacher emotional support has been found to significantly enhance students' learning engagement by improving their academic self-efficacy and resilience.

Furthermore, collaborative classroom practices that promote interaction and meaningful learning experiences contribute to both teacher and student wellbeing. When teachers and students work together in supportive environments, they experience greater satisfaction and engagement in educational activities.

5. Role of Teacher Wellbeing in Academic Engagement

Teacher wellbeing is an essential component of pedagogical wellbeing and plays a critical role in shaping classroom engagement.

Teachers who experience professional satisfaction, emotional stability, and supportive working conditions are more capable of implementing effective teaching strategies. Their enthusiasm and motivation positively influence students' attitudes toward learning.

Research suggests that positive wellbeing enhances teachers' creativity, curiosity, and engagement in their professional responsibilities. These qualities contribute to more effective pedagogical practices and improved student engagement.

Teacher wellbeing also affects classroom relationships. When teachers maintain positive interactions with students, they create a supportive learning atmosphere that encourages active participation and collaboration.

6. Pedagogical Practices that Promote Engagement and Wellbeing

Pedagogical practices play a crucial role in promoting both academic engagement and wellbeing among teachers and students. Effective teaching strategies not only facilitate knowledge acquisition but also create a positive and supportive learning environment that enhances motivation, participation, and emotional wellbeing.

6.1 Student-Centered Learning: Student-centered teaching approaches encourage active participation and critical thinking. Methods such as inquiry-based learning and project-based learning allow students to explore knowledge independently.

6.2 Collaborative Learning: Collaborative learning activities promote teamwork and social interaction among students. These activities help build supportive relationships that contribute to both wellbeing and engagement.

6.3 Positive Teacher–Student Relationships: Constructive communication between teachers and students creates trust and emotional security in the classroom.

6.4 Use of Innovative Teaching Methods; The integration of technology, multimedia resources, and experiential learning activities makes lessons more engaging and meaningful.

6.5 Emotional Support and Encouragement: Teachers who provide emotional support and constructive feedback help students develop confidence and resilience in their academic pursuits.

7. Educational Implications

The concept of pedagogical wellbeing has important implications for educational policy and practice.

Educational institutions should prioritize teacher wellbeing as a key factor in improving educational quality. Providing professional development opportunities, supportive leadership, and collaborative work environments can enhance teachers' motivation and satisfaction.

Teacher education programs should also emphasize the development of interpersonal skills and emotional intelligence to help teachers maintain positive relationships with students.

Schools and universities should promote inclusive and student-centered pedagogical approaches that encourage active learning and participation. Such practices not only enhance academic engagement but also support the overall wellbeing of both teachers and students.

Findings:

The review of existing literature on pedagogical wellbeing and academic engagement among teachers and students reveals several important findings. First, pedagogical wellbeing plays a crucial role in

shaping the overall teaching–learning environment. Studies consistently indicate that when teachers experience professional satisfaction, emotional stability, and supportive working conditions, they are more capable of implementing effective teaching practices. This positive wellbeing among teachers contributes to improved classroom interaction and stronger student engagement.

Second, the literature highlights a strong relationship between pedagogical wellbeing and **academic engagement**. Students who learn in supportive and positive classroom environments tend to show higher levels of behavioral, emotional, and cognitive engagement. Such students participate actively in discussions, complete learning tasks with enthusiasm, and demonstrate greater interest in academic activities.

Third, the findings emphasize the importance of **positive teacher–student relationships**. Respectful communication, encouragement, and empathy from teachers foster students’ confidence and motivation to learn. These relationships help create a safe and inclusive classroom environment that supports both wellbeing and engagement.

Fourth, the review indicates that **student-centered pedagogical practices**, such as collaborative learning, inquiry-based learning, and project-based learning, significantly enhance engagement and learning satisfaction. These practices encourage students to take an active role in their learning and develop critical thinking skills.

Finally, the findings suggest that promoting pedagogical wellbeing requires institutional support, professional development for teachers, and the adoption of inclusive and innovative teaching strategies. Such initiatives can strengthen both teacher wellbeing and student academic engagement, ultimately improving educational outcomes.

8. Conclusion

Pedagogical wellbeing and academic engagement are essential components of effective teaching and learning. Pedagogical wellbeing emphasizes the importance of positive interactions, supportive learning environments, and meaningful teaching practices that benefit both teachers and students.

Research indicates that teacher wellbeing significantly influences classroom engagement and student motivation. Teachers who experience professional satisfaction and emotional stability are better equipped to create engaging and supportive learning environments.

Academic engagement, characterized by behavioral, emotional, and cognitive involvement in learning activities, plays a crucial role in determining students’ academic success. Pedagogical practices that foster collaboration, creativity, and positive relationships contribute significantly to improving engagement.

Therefore, educational institutions should prioritize pedagogical wellbeing as a central element of educational development. By promoting teacher wellbeing and adopting student-centered teaching approaches, schools and universities can enhance academic engagement and create more effective learning environments.

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