



Effects of Socioeconomic Factors on Teachers Psychological Wellbeing at University Level

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ARTICLE INFO		ABSTRACT
Article History:		<i>This study examined the effects of socioeconomic factors on the psychological well-being of university teachers. The objectives were to identify key socioeconomic factors, assess teachers' psychological well-being, and determine the impact of these factors. A descriptive survey was conducted with 115 teachers from the University of Kotli, AJ&K, selected through simple random sampling. Data were collected using a reliable five-point Likert scale questionnaire and analyzed with SPSS using mean scores, percentages, standard deviations, and correlation. The findings revealed that professional growth, financial benefits, family support, and social recognition positively influenced teachers' well-being, highlighting the importance of addressing socioeconomic factors to improve mental health and job satisfaction.</i>
Received:	September 19, 2025	
Revised:	October 10, 2025	
Accepted:	October 23, 2025	
Available Online:	November 05, 2025	
Keywords:		
Socioeconomic Factors, Psychological Wellbeing		
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Introduction

Social economics is the study of how social behavior and economics are related. It examines the influence of social norms, morality, popular opinion, and other social ideologies on consumer behaviour and general purchasing trends. It forecasts future results from societal or economic changes using history, current affairs, politics, and other social sciences. The status of parental connections is influenced by factors like home income, parental education level, employment status, and social standing in the community (e.g. community contact, group Association, and social perception of the family) (Belahouaoui & Attak, 2024). Socioeconomic status (SES) is a common measure of a person's financial security based on their income, level of education, and occupation, or of their family's social and economic standing in relation to others. The mother and father's educational background, professional experience, joint income, and personal

characteristics are taken into account when determining a family's SES. The socioeconomic status (SES) of a student is determined by taking into account the educational attainment, employment status, and income of their parents (Harrison, 2024).

Socioeconomic factors significantly impact secondary teachers' psychological well-being. These factors, such as income, education level, and access to resources, can influence a teacher's job satisfaction, stress levels, and overall mental health. Studies show that teachers with lower socioeconomic status may experience increased stress and burnout due to financial strain and limited access to resources. Additionally, factors like family support, work environment, and leadership support also play a crucial role in a teacher's psychological well-being (Raimondi, *et al.*, 2025).

Teacher remuneration is the salaries and benefits offered to teachers for their teaching work. Changes in teacher pay are likely to affect education quality through two mechanisms: by influencing the efficiency of the school and by affecting teacher quality. Theory suggested that higher teacher pay may improve the efficiency of schools by reducing teacher turnover (Da Costa Nunes, & Nunes, 2024). Kingdon (1996), in a study in America suggests that teacher turnover can have a disruptive impact on student achievement by diverting district resources to the hiring process, weakening teacher collaboration, and eroding the bond or level of trust between students and teachers. He noted that increases in teacher salary could have an immediate negative impact on teacher turnover, thereby increasing a school's efficiency (Reed, 2024).

School facilities are the libraries, text books, chalk boards, pens and any other item which make the teaching-learning process possible and easier. Ingersoll (2001) claims that a good teacher can teach anywhere and that a willing student is capable of learning in spite of the setting. There may be some truth to that. The issue is, however, whether teachers teach as well or students learn as much as they could have in better surroundings. It is simply a fact that the school environment itself has a largely untapped potential as an active contributor to the learning process. In each society there are facilities other than classrooms that can contribute in no small measure to teaching and learning process. For learning to take place learners must have access to necessary information materials and resources. They have to interact with tangible and intangible resources and institutions to ensure some levels of performance (Charles, *et al.*, 2025).

According to Gomez, (2025), the income includes things like wages, salaries, earnings, rents, and other sources of money. There are two ways to see income: as subjective or as pure. According to Maynard Keynes' theory of the overall income connection, expenditure increases along with income but not at the same rate. Low-income households priorities meeting immediate needs above creating wealth that could be passed down to subsequent generations, which exacerbates inequality. High-income households can accumulate wealth, concentrate on pressing needs, and still appreciate and be able to enjoy luxury while enduring disasters. The manner by which student bills are paid is called expenditure; if a student's financial duties are not met, it has an effect on his or her success in school; on the other hand, if the students' financial needs are met, their performance in school may improve (Ahmed, *et al.*, 2025).

Myriad factors clearly affect teacher effectiveness but most teaching takes place in a specific physical location (a school building) and the quality of that location can affect the ability of teachers to teach, teacher morale, and the very health and safety of teachers. Despite the importance of the condition of school buildings, serious deficiencies have been well documented, particularly in public schools. Many factors contribute to the quality of the school building and, in turn, affect the quality of teacher life and educational outcomes (Huang, *et al.*, 2024).

Education is recognized as the first step in all human endeavors in the current era of globalization and technological change. It is linked to a person's well-being and hopes for a better life and plays a key role in the development of human capital. According to Battle and Lewis (2002), a person's education has a direct impact on his or her chances for success in life, level of income, and standard of living. Poor mother education and minority language status provide less indicators of the ever-emerging literacy and the majority of the challenges in preschoolers (Centurion, 2025).

The education of the parents gave them the knowledge and abilities to create a conducive learning environment at home. Physical surroundings and learning opportunities at home are important factors in maternal education. The child's actions are shaped by the economic and social capital that is available to them, even though parents are well aware of the importance of providing their home with appropriate learning materials in order to provide a conducive learning environment in addition to social interaction with the parents. They can play a crucial part in boosting kids' academic progress. Academic and non-academic success are both impacted by the student's home's socioeconomic situation (Bakri, *et al.*, 2024).

Socio-economic factors intersect with students' emotional well-being, influencing the nature and intensity of their emotional experiences. Students from lower socio-economic backgrounds often contend with chronic stressors, economic insecurity, and adverse living conditions, which can contribute to heightened levels of negative emotions such as anxiety and depression. Additionally, socio-economic disparities in access to resources and support systems may exacerbate feelings of frustration and hopelessness among disadvantaged students, further compromising their emotional well-being (Magorokosho, *et al.*, 2024).

The term "psychological well-being" (PWB) refers to an individual's assessment of his or her own level of happiness and satisfaction with various aspects of his or her physical and mental health, as well as the relationship between these factors and other psychosocial ones like life satisfaction and job satisfaction. When we talk about positive emotions, we don't just mean joy and contentment; we also mean things like curiosity, enthusiasm, self-assurance, and even love. Optimal psychological functioning necessitates the realization of one's potential, the exercise of some degree of self-determination, the pursuit of meaningful goals, and the cultivation of supportive social relationships (Yiğit & Çakmak, 2024).

Psychological wellbeing (PWB) is a phrase that, at its most basic level, is remarkably similar to other expressions that relate to good mental states, such happiness or contentment. It is neither essential, nor beneficial, to worry about small distinctions between these concepts in many aspects. You may be very certain that I have a rather high level of psychological wellness if I state that I'm pleased or extremely content with my life. Psychological health comprises two major components. The first of these relates to how much happiness and good emotions people experience. Subjective wellbeing is another term used to describe this component of psychological wellness (Heshmati, *et al.*, 2024).

According to these numerous scientific studies, psychological well-being is a state shared by people who can make decisions about their lives on their own, manage their surroundings well, build strong relationships with others, choose and follow their life's purpose and direction, accept themselves for who they are, and occasionally reach their full potential. Psychological well-being may be categorized into six dimensions: self-acceptance, positive relationships with others, environmental mastery, personal progress, and autonomy (Chauhan, *et al.*, 2025).

The term "psychological well-being" describes a person's subjective perception of positive psychological states including fulfillment in life, enjoyment, and purpose. This all-encompassing

approach takes into account several aspects of an individual's mental and emotional well-being, such as fulfilling relationships, personal development, positive self-esteem and acceptance, and a sense of control over one's life. To put it simply, psychological well-being is the ability to feel good about oneself and one's life, to have fulfilling relationships and a sense of purpose, and to feel capable of handling the obstacles that life presents. It is a multifaceted concept that includes a person's general sense of pleasure, satisfaction, and fulfillment in life and extends beyond the absence of mental illness. An essential component of a person's general health and pleasure is their psychological wellness (Jamieson, 2025). According to Langer et al. (2024), it is a mental state in which a person feels happy, has good psychological functioning, and has a sense of meaning and purpose in life.

Teacher psychological wellbeing plays a crucial role in maintaining a healthy and productive learning environment at the secondary level. However, various socioeconomic factors such as income level, job security, and community support can negatively affect teachers' mental health and job satisfaction. This is a serious concern because stressed or mentally unwell teachers may struggle to deliver quality education. The problem arises due to limited resources, unequal economic conditions, and lack of support systems. Understanding these factors is important to improve teachers' wellbeing and, in turn, student outcomes. Therefore the study was conducted to find the effect of socioeconomic factors on psychological well-being of teachers at secondary level.

Objectives of the Study

Following were the objectives of the study:

1. To identify the socioeconomic factors for teachers at University level.
2. To identify the level of psychological wellbeing of teachers at University level.
3. To find out the effect of socioeconomic factors on psychological wellbeing of teachers at university level.

Research Questions

Following were the research questions of the study:

1. What are kinds of socioeconomic factors for teachers at University level?
2. What are the level of psychological well-being of teachers at University level?
3. What are the effects of socioeconomic factors on psychological wellbeing of teachers at University level?

Delimitation of the Study

The study was delimited to the University of Kotli Azad Jammu and Kashmir.

Material and Methods

The study was quantitative in nature and descriptive method was used to determine the effects of socioeconomic factors on psychological well-being of teachers at University Level of District Kotli Azad Jammu and Kashmir. All the faculty members of the University of Kotli were the population of the study. There was one hundred and sixty four (164) teachers approximately working at University of Kotli AJ&K. Sample of the study were comprised from the population by using universal sampling technique. One hundred and fifteen teachers were selected as sample of the study. Researcher used one standardize instrument for psychological well-being for teachers and one self-made questionnaire for socioeconomic factors. Questionnaire was designed on five point Likert scale. Psychological well-being of teachers: which was developed by Ryff's (1995),

which have 6 dimensions and total number of statements were 42, the researcher used all dimensions and 27 statements according to the demand and level of the study. Validity of the instrument was checked by the three experts of the Department of Education University of Kotli AJ&K. Researcher conduct pilot testing to check the accuracy and usability of Instrument. The researcher was distributed questionnaire among 30 teachers which are the part of population but not be the part of sample. The Reliability of instrument was checked through Cronbach's alpha statistical technique by using Statistical package for social sciences (SPSS). Reliability of instrument is.82. The researcher collected the data by personally visited all the departments of university of Kotli Azad Jammu and Kashmir. The researcher distributed the one hundred and sixty four questionnaires to the respondents for gathering the response. The researcher analyzed the data by using Statistical Package for Social Sciences (SPSS). The researcher applied statistical technique like Standard deviation simple percentage and mean for the analyses of the data. To find out the effect of independent variable on dependent variable regression analysis performed.

Data Analysis

Table 1: Descriptive analysis of Socio Economic factors

Statements	N	Mean	Std. Deviation
My job provides me opportunities for professional growth.	115	3.52	1.372
My university provides me health benefits.	115	3.44	1.378
My social status as a university teacher is respected in society.	115	3.61	1.316
My family supports me in managing my work responsibilities.	115	3.63	1.341
My university provides opportunities for promotions.	115	3.82	1.254
I am satisfied with my professional life.	115	2.46	1.453
Low social status perceived by teachers effect my motivation.	115	3.24	1.418
Availability of academic resources (library, internet, labs) improves my job satisfaction.	115	3.51	1.340
Transportation facilities (or travel allowance) are satisfactory.	115	3.23	1.429

The descriptive analysis shows that most respondents moderately agreed with positive socio-economic factors. The highest mean score was for promotion opportunities ($M = 3.82$, $SD = 1.254$), followed by family support ($M = 3.63$, $SD = 1.341$) and social respect ($M = 3.61$, $SD = 1.316$). Professional growth ($M = 3.52$) and availability of academic resources ($M = 3.51$) also received moderate agreement. However, satisfaction with professional life had a low mean score ($M = 2.46$, $SD = 1.453$), indicating lower satisfaction. The standard deviation values (around 1.25–1.45) show that respondents had varied opinions on these factors.

Table 2: Descriptive analysis of Economic factors

Statements	N	Mean	Std. Deviation
My monthly income is sufficient to meet my family's needs.	115	3.13	1.436
I am satisfied with the financial benefits provided by my university.	115	3.39	1.406
My workload is according to my job salary	115	3.70	1.292
I am able to afford my children education without financial stress.	115	3.76	1.342
Job stability increases my confidence.	115	3.78	1.248

The descriptive analysis of economic factors shows moderate to high responses from 115 participants. The statement “My monthly income is sufficient to meet my family’s needs” has a mean score of 3.13 (SD = 1.436), which indicates moderate agreement but with varied opinions. Satisfaction with financial benefits shows a slightly higher mean of 3.39 (SD = 1.406), reflecting average satisfaction. The workload according to salary (Mean = 3.70, SD = 1.292) and ability to afford children’s education (Mean = 3.76, SD = 1.342) show stronger agreement. The highest mean score is for job stability increasing confidence (Mean = 3.78, SD = 1.248), indicating that most respondents strongly value job security.

Psychological Well-Being (PWB)

Table 3 Descriptive analysis of Autonomy

Statements	N	Mean	Std. Deviation
I am not afraid to voice my opinions, even when they are in opposition to the opinions of most people.	115	3.54	1.359
My decisions are not usually influenced by what everyone else is doing.	115	3.24	1.531
I tend to be influenced by people with strong opinions.	115	3.96	1.158

The descriptive results show that respondents have a moderate level of independence. For the statement “I am not afraid to voice my opinions...,” the mean score is 3.54 (SD = 1.359), which indicates that most respondents somewhat agree that they can express their opinions freely. The statement “My decisions are not usually influenced by what everyone else is doing” has a mean of 3.24 (SD = 1.531), showing a moderate level of independent decision-making. However, the highest mean score is 3.96 (SD = 1.158) for “I tend to be influenced by people with strong opinions,” which suggests that many respondents admit they are influenced by strong personalities.

Table 4: Descriptive analysis of Environmental Mastery

Statements	N	Mean	Std. Deviation
In general, I feel I am in charge of the situation in which I live.	115	3.80	1.251
The demands of everyday life often get me down.	115	3.77	1.313
I am quite good at managing the many responsibilities of my daily life.	115	3.85	1.223

The descriptive analysis shows that the respondents have a moderate to high level of environmental mastery. The statement “I am quite good at managing the many responsibilities of my daily life” has the highest mean score (M = 3.85, SD = 1.223), which indicates that most respondents feel confident in handling their daily responsibilities. Similarly, the statement “I feel I am in charge of the situation in which I live” has a mean of 3.80 (SD = 1.251), showing a positive sense of control. However, the statement “The demands of everyday life often get me down” also has a relatively high mean (M = 3.77, SD = 1.313), suggesting that some respondents still experience stress from daily demands

Table 5: Descriptive analysis of Personal Growth

Statements	N	Mean	Std. Deviation
I think it is important to have new experiences that challenge how you think about yourself and the world.	115	2.89	1.400
For me, life has been a continuous process of learning, changing, and growth.	115	3.95	1.083
I gave up trying to make big improvements or changes in my life a long time ago.	115	3.97	1.127

The descriptive analysis shows that 115 respondents participated in the test on personal growth. The statement about having new experiences that challenge thinking has a mean score of 2.89 and a standard deviation of 1.400, which shows moderate agreement with more variation in responses. The statement about life being a continuous process of learning and growth has a higher mean of 3.95 with a standard deviation of 1.083, indicating strong agreement among respondents. Similarly, the statement about giving up making big improvements has a mean of 3.97 and a standard deviation of 1.127, showing that many respondents agreed with this statement.

Table 6: Descriptive analysis of Positive Relations

Statements	N	Mean	Std. Deviation
Most people see me as loving and affectionate.	115	2.45	1.529
I enjoy personal and mutual conversations with family members or friends	115	2.94	1.391
I know that I can trust my friends, and they know they can trust me.	115	3.93	1.153

The descriptive results show different levels of positive relations among the respondents (N = 115). The statement “Most people see me as loving and affectionate” has a mean score of 2.45 with a standard deviation of 1.529, which indicates a lower level of agreement and more variation in responses. The statement about enjoying personal and mutual conversations has a moderate mean of 2.94 and a standard deviation of 1.391, showing average agreement. The highest mean score is 3.93 with a standard deviation of 1.153 for the statement about trusting friends, which indicates strong agreement and relatively less variation.

Table 7: Descriptive analysis of Purpose in Life

Statements	N	Mean	Std. Deviation
I have a sense of direction and purpose in life.	115	2.82	1.399
I enjoy making plans for the future and working to make them a reality.	115	4.00	1.132
Some people wander aimlessly through life, but I am not one of them.	115	3.92	1.193

The descriptive analysis of Purpose in Life shows that among 115 respondents, the statement “I have a sense of direction and purpose in life” received a mean of 2.82 with a standard deviation of 1.399, indicating that some respondents are uncertain about their life direction. The statement “I enjoy making plans for the future and working to make them a reality” scored a higher mean of 4.00 with a standard deviation of 1.132, showing that most respondents are motivated to plan and achieve their goals. Similarly, “Some people wander aimlessly through life, but I am not one of them” had a mean of 3.92 and standard deviation of 1.193, suggesting that many respondents feel focused and purposeful in life.

Table 8: Descriptive analysis of Self-acceptance

Statements	N	Mean	Std. Deviation
In general, I feel confident and positive about myself.	115	4.01	1.096
I like most aspects of my personality.	115	3.52	1.347
In many ways, I feel disappointed about my achievements in life.	115	3.23	1.421

The descriptive analysis of self-acceptance shows that most participants generally feel positive about themselves, with a high mean score of 4.01 and a standard deviation of 1.096, indicating confidence is common among them. Participants somewhat like their personality, with a mean of 3.52 and a slightly higher variation (SD = 1.347), suggesting mixed feelings about personal traits. However, feelings of disappointment about achievements are moderate, with a mean of 3.23 and SD = 1.421, showing some participants are critical of their accomplishments. Overall, the results indicate a generally positive self-view, though some areas for improvement exist.

Table 9: Regression analysis of socio economic factors and psychological well-being of teacher

Model	Unstandardized co-efficient		Standardized co-efficient	T	Sig.	R ²	F	Sig.
	B	Std. Error	B					
IV (Constant)	1.480	.164		9.035	.000	.60	169.415	.000
Socio economic factors	.599	.046	.775	13.016	.000			

Table 9, showed that linear regression analysis was used to determine the contribution of the independent variable (socio economic factors) in predicting the dependent variable (teacher psychological well-being). Keeping other variables constant, the unstandardized coefficient (B)

indicates that the dependent variable is expected to increase up to 1.480 units for every unit increase in the independent variable i.e. socio economic factors. Taking into account the standard deviations of both variables, the standardized coefficient (β) of .775 shows the relative importance of the independent variable in predicting the dependent variable. With a significance level of (.000), the t-value of 9.035 indicates that regression model coefficient is statistically significant. Moreover, the table 4.12 depicted that the value of R square is 0.60 which shows that 60 % of the variance in psychological well-being is presented by independent variable in this model. Furthermore, it is proposed that the entire regression model is statistically significant by the F-value of 169.415, at a significance level of (0.000). These results suggest that the independent variable (socio economic factors) has significant positive effect on the dependent variable (psychological well-being of teacher).

Discussion

The first objective of this study was to identify the socioeconomic factors affecting teachers at the university level. The findings suggest that teachers perceive professional growth opportunities, health benefits, social respect, family support, and promotion opportunities as important aspects of their socioeconomic environment. These factors contribute to their job satisfaction and motivation, highlighting that a supportive work environment and recognition in society play a significant role in shaping teachers' experiences (Kyriacou, 2001; Skaalvik & Skaalvik, 2015).

The second objective aimed to examine the level of psychological well-being among university teachers. The results indicate that teachers generally feel confident, capable, and positive about themselves, although some report dissatisfaction with personal achievements and limited satisfaction in professional or social areas. The data show that teachers have a strong sense of responsibility, control over their daily life, and a continuous desire for learning and growth. This aligns with previous studies suggesting that teachers' well-being is closely linked to their ability to manage work demands, maintain personal growth, and feel supported in both personal and professional domains (Hakanen et al., 2006; Klassen & Chiu, 2010).

The third objective explored the effect of socioeconomic factors on teachers' psychological well-being. The study shows that aspects like professional development opportunities, financial stability, family support, and social respect significantly contribute to a positive psychological state. Teachers who receive support from their institutions and families, as well as recognition in society, tend to report higher levels of confidence, motivation, and overall well-being. This finding supports earlier research indicating that financial security, recognition, and social support are strong predictors of teacher well-being and job satisfaction (OECD, 2019; Greenier et al., 2021).

The regression analysis confirms that socioeconomic factors have a meaningful and positive effect on psychological well-being. This suggests that improvements in salary, benefits, workload management, access to academic resources, and promotion opportunities can enhance teachers' mental health and satisfaction. Teachers' perception of job stability, income adequacy, and professional growth opportunities also strengthens their ability to cope with stress, manage responsibilities, and maintain a healthy work-life balance (Skaalvik & Skaalvik, 2017; Kyriacou, 2001).

The study also highlights some areas where teachers experience challenges, such as dissatisfaction with personal achievements, limited social recognition, and occasional difficulty in balancing daily demands. Despite these challenges, teachers generally feel empowered to make decisions, plan for the future, and engage in personal growth. These findings indicate that while socioeconomic factors positively influence well-being, attention to personal satisfaction and social recognition

remains necessary to further improve mental health outcomes (Hakanen et al., 2006; Greenier et al., 2021).

Overall, the study emphasizes that universities should focus on creating supportive work environments, offering professional development opportunities, ensuring fair financial benefits, and promoting social recognition for teachers. By addressing these socioeconomic factors, institutions can significantly enhance teachers' psychological well-being, leading to improved teaching quality, higher motivation, and better educational outcomes for students (OECD, 2019; Klassen & Chiu, 2010).

Conclusions

The study concludes that university teachers generally experience positive socioeconomic conditions that support their professional life. Most teachers reported having opportunities for growth, promotions, and recognition in society. Health benefits, family support, and access to academic resources also contribute to their overall job satisfaction. These factors help teachers feel valued and motivated in their roles.

Despite these positive factors, some teachers expressed dissatisfaction with aspects of their professional life. A number of respondents felt disappointed with their achievements and indicated challenges in personal satisfaction. This shows that while socioeconomic conditions are supportive, there are still areas where teachers seek improvement. Balancing professional expectations with personal goals remains important for overall well-being.

The findings also show that teachers' psychological well-being is largely influenced by socioeconomic factors. Support from the university, job stability, financial benefits, and social respect increase confidence and reduce stress. Teachers who feel secure and recognized are better able to manage daily responsibilities and maintain a positive outlook. These results highlight the strong link between work environment and mental health.

The regression analysis confirms that socioeconomic factors significantly affect teachers' psychological well-being. Improvements in salary, promotions, resources, and family support contribute to higher motivation and satisfaction. The results indicate that universities play a key role in enhancing teachers' mental and emotional health through supportive policies. This emphasizes the importance of addressing both financial and social aspects in education management.

Overall, the study suggests that enhancing socioeconomic conditions can lead to better psychological well-being among university teachers. Providing professional growth opportunities, fair compensation, job stability, and recognition improves motivation and life satisfaction. At the same time, attention to personal achievements and social interactions can further strengthen teachers' mental health. Universities should focus on these factors to ensure both professional and personal growth for teachers.

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