

Work Engagement and Psychological Well-Being among Business School Educators

Sudarshan S, Dr. Priya Xavier*

SRM Institute of Science and Technology, Faculty of Management, Chennai, India

*Corresponding Author

ABSTRACT

This study examines how work engagement (WE), psychological well-being (PWB), and emotional regulation (EMOT) are interconnected in the daily lives of business school teachers. Teaching can be stressful, and many teachers face pressure, emotional fatigue, or even burnout. But when teachers feel energetic, committed, and deeply involved in their work, it's called work engagement, and they can handle these challenges better. Psychological well-being (how they feel about themselves and their lives) and how well teachers can control their emotions, especially in front of students or during stressful moments, plays a big role in their teaching experience. The study employed a quantitative, cross-sectional research design and collected data from business school teachers. The existing research shows that these engagement, well-being, and emotion regulation are closely linked. Together, they create a positively balanced work-life for teachers. When teachers are supported and mentally healthy, they not only perform better but also help students grow in a better environment. Emotional suppression was found to be the only significant predictor of Work Engagement, suggesting that some teachers stay engaged not through well-being, but by suppressing or hiding their emotions. Clear differences in emotional regulation and psychological well-being traits (like self-acceptance and personal growth), pointing to diverse emotional coping styles among engaged educators. The study concluded that institutions must support their teachers' mental health, as it benefits both teachers and students. Educational policies should focus on the emotional and psychological needs of teachers, not just academic results.

Keywords: Work Engagement, Psychological Well-Being, Emotional Regulation, Teacher Burnout, Higher Education

