

RESEARCH PAPER

Organizational Demands, Work Stress, And Psychological Outcomes: An Interdisciplinary Analysis Of Mental Well-Being And Job Satisfaction Among Higher Education Faculty

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ABSTRACT

With the changing societal demands, the teachers of HEIs face challenges at the workplace such as heavy workloads, job insecurity, biased attitude, blended and flipped classrooms leading to work–life imbalance which directly or indirectly influence their job satisfaction or job dissatisfaction. This study is a narrative review paper covered from 2016-2025 includes the findings from 65 total papers included for the study from data bases PubMed / MEDLINE, PsycArticles, NLM, ERIC, WHO Global Index Medicus, etc with empirical and conceptual studies worldwide. The study examines how mental well-being and job satisfaction among teachers of HEIs are associated with each other and highlight the factors including stress, workload pressures and reduced professional engagement of teachers that contribute to their professional fulfilment and psychological well-being and job satisfaction. Studies suggest that more than 55% of the teachers feel stressed out and more than 40% of the teachers feel dissatisfied with their jobs. These cases can be supported by therapeutic approaches supplemented by drug delivery systems, thus improving adherence and effectiveness of the treatment required to strengthen employee well-being. The review paper further emphasizes that mental well-being is not only an individual concern but also a collective institutional responsibility as it greatly impacts teaching quality, student outcomes and the overall performance of HEIs. Job satisfaction is closely associated with employee sustainability, motivation and productivity among HEI teachers. This paper thus highlights the need of an integrated approach that blends organizational and therapeutic strategies.

Key Terms: Mental Well-Being, Job Satisfaction, Higher Education Institutions (HEI's), Organizational Culture, Work–Life Balance, Academic Stress, Psychotropic medications, Interdisciplinary, Narrative Review, Therapeutic implications, Drug delivery system

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Introduction

Mental Well-being is a critical indicator that defines quality of life, influences the thinking patterns of an individual and directs human behavior (psychological, social and emotional well-being). In the contemporary times, globalization and integration of technology including AI in teaching and learning has increased the expectations of the organizations from the teachers from Higher Education Institutions (HEIs) in areas of academics, research, teaching and community

engagement. In the contemporary times, teaching and learning environments are shaped by high integration of technology, global competence, increased number of administrative tasks have transformed the higher education institutions.

Existing literature suggests the key role of organizational factors (workload, leadership, organizational practices, organizational support) that affect the level of mental peace of an individual. With time, HEIs have expanded worldwide and making efforts to meet the expectations of the stakeholders

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(students, teachers, parents, society, staff, society). This demands innovative practices from education to meet the learning needs of 21st century learners, produce measurable research outputs, hybrid learning, engage students actively, attract funding, and respond rapidly to organizational priorities.

These expectations have opened new opportunities for intellectual collaboration worldwide and have high social impact. Simultaneously, the roles and responsibilities of the educators have also increased, thereby transforming the academic and teaching-learning environment. Simultaneously, the continued exposure due to ignorance or prolonged stressful circumstances may require therapeutic management. Thus, this study explores the challenges and prospects of teacher well-being in particular and organizational well-being on the whole.

With added administrative functions, responsibilities and high expectations from teachers in HEIs, they face challenges in maintaining a balance in their professional and personal lives and increasingly perceive their professional life with multi-tasking responsibilities rather than clearly defined roles. Also, time consumed for reading, events, research activities, reflection, or scholarly conversation is often absorbed by other formalities covering reporting requirements, social media marketing, digital communication, and administrative processes. These expectations have led to growing concern about teacher mental well-being in higher education.

Mental well-being influences not only how teachers feel but also how they think, teach, and remain engaged in their teaching profession. With strong psychological resources, teachers often face challenges with creativity and persistence. With high academic and administrative pressures causing unnecessary strain, even meaningful work can lead to a feeling of exhaustion. Job satisfaction reflects whether teachers feel their work worthwhile, recognized, and sustainable or as a burden.

The present narrative review study indicates a strong association between mental well-being and job satisfaction of higher-education teachers and support that these variables are influenced primarily by working environments rather than solely by individual coping capacities. Across the studies reviewed for literature, organizational culture, workload pressure, assigned roles & responsibilities, leadership practices, and opportunities for professional growth consistently influenced faculty psychological health and professional fulfilment directly and indirectly.

While individual psychological resources such as resilience and optimism can buffer stress; they cannot compensate for unsupportive institutional conditions. The present review study shows the contemporary transformations in higher education including digitalization more performance expectations, and affecting work-life balance thus, increasing pressures on HEI teachers worldwide and in India at large. These structural changes underscore the need for universities to adopt systemic, preventive strategies that prioritize supportive leadership, balanced workloads, recognition of academic contributions, and access to mental-health resources.

This narrative review demonstrates that the mental well-being and job satisfaction of higher-education teachers are strongly associated with each other and are influenced primarily by institutional environments rather than solely by individual coping capacities. Across the studies reviewed for literature, organizational culture, workload pressure and assigned roles & responsibilities, leadership practices, and opportunities for professional growth consistently influenced faculty psychological health and professional fulfilment directly and indirectly. Individual psychological constraints such as resilience and optimism can reduce stress; they cannot compensate the mental distress caused due to unsupportive organizational practices leading to job dissatisfaction.

The study also exhibits that changes in the working of higher education in the modern times as a result of digitalization in education has raised expectations of the management, and disturbs work-life balance thus, increasing pressures unnecessary mental pressures on HEI teachers not only in India but across the globe. These transformations demand the need for HEIs to adopt a systematic and strategic approach that require supportive leadership, balanced workload, faculty recognition of the potential and academic contributions, and easy access to mental-health resources.

Ultimately, the attainment of the Sustainable goals in higher education institutions collectively depends on identifying the gaps, better productivity, achieving student outcomes as well as teacher well-being. Promoting faculty mental health should be considered as a responsibility of the organizations. With this strategic approach, good health and well-being (SDG 3), quality education goal (SDG 4), decent work and economic Growth (SDG 8), and long-term educational resilience can be ensured.

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PRISMA Model

The selection process for the literature review summarizes the studies based on PRISMA 2020 guidelines. A structured approach was adopted for the review accessing studies from different data bases (Scopus, Web of Science, NCBI, ERIC, PsycINFO, NLM, and PubMed). Relevant papers included various combinations of terms such as “higher education teachers,” “higher education faculty”, “university employees,” “university teachers,” “mental well-being,” “occupational stress”, “burnout,” “stress,” “job satisfaction,” “therapeutic Management”, “therapeutic interventions”, “therapeutic strategies”, “drug delivery systems” and “organizational culture.”

This present work integrates research studies from 2016 to 2025 to examine the interaction of mental well-being and job satisfaction in HEIs and impact of organizational practices that shape their relationship.

frequency, and improve patient compliance as per the formulations, transdermal delivery framework which provides drug delivery systems (e.g. controlled-release potential, anxiolytics) are used to prevent, cure, or treat medical conditions and symptoms.

After excluding the duplicate data, relevant titles and abstracts were screened during the selection process. Full texts of relevant studies were assessed against inclusion criteria focusing on empirical or review studies examining mental well-being and/or job satisfaction among teachers in higher education institutions. Studies not focused on higher education, non-English publications, conference abstracts without full data, and opinion pieces were excluded. The final dataset formed the basis of the narrative synthesis.

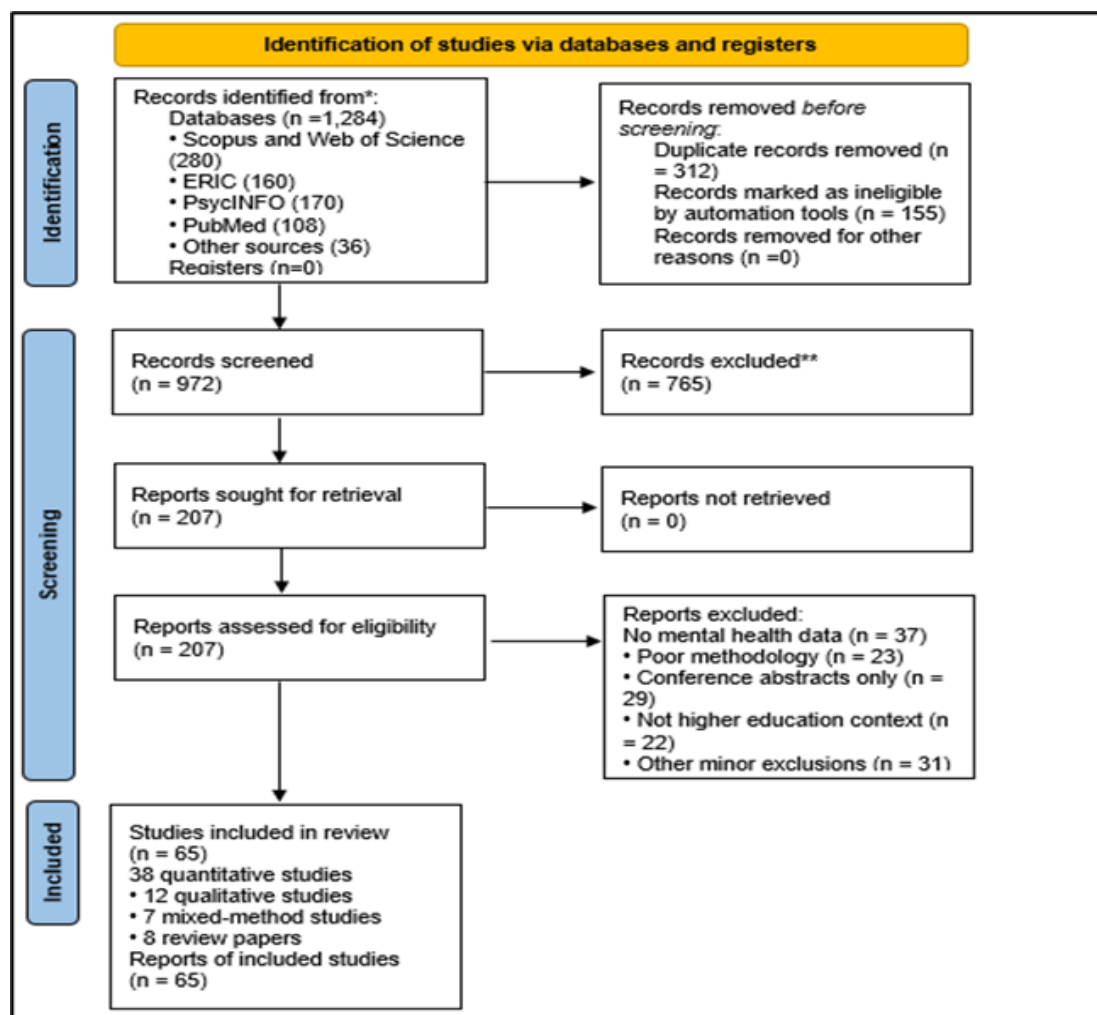


Figure 1: PRISMA Flow Diagram for Mental Well-being and Job Satisfaction among HEI Teachers (Studies covered from 2016-2025)

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Table 1: LR Table of Mental Well-Being & Job Satisfaction among Higher Education Teachers (2016–2025)

Year	Title	Author(s)	Study Design	Sample Size	Key Conclusions
2025	Burnout and well-being among higher education teachers	Pakdee, et al. (2025).	Cross-sectional survey	412 faculty	Emotional exhaustion strongly as an outcome of workload, salary inequity, and work experience.
2025	Impact of Drug Delivery Systems on Pharmacokinetics of Psychotropic Medications	Nammas. et al. (2025)	Review article	2009-2025 Studies	Drug delivery systems (DDS) improve bioavailability, CNS targeting, and reduce toxicity, leading to more stable therapeutic outcomes in psychiatric treatment
2025	Advancing Antidepressant Agents and Therapeutic Strategies	Zhang, et al. (2025)	Review article	1996-2024 studies	Emerging antidepressant therapies and delivery strategies improve treatment effectiveness and support personalized mental health care.
2024	Health and wellbeing of staff working at higher education institutions globally post-COVID	Rahman, et al. (2024)	Cross-country survey	2,353 staff	Job insecurity and hybrid work pressures significantly linked to distress and burnout.
2024	Mental health interventions affecting university faculty	Halat, et al. (2024)	Systematic review	27 Studies	Multilevel interventions at institutional level are more effective than individual coping programs.
2023	Job satisfaction of university teachers: A systematic review	Yang, & Hoque (2023)	Systematic review	50+ studies	Institutional climate, leadership, and autonomy major predictors of faculty satisfaction.
2023	Emotional intelligence and job satisfaction among university teachers	Hafeez (2023)	Survey	550 faculty	Emotional intelligence and commitment positively influence job satisfaction.
2023	Novel drug delivery strategies for antidepressant therapy	Yuan, et al. (2023)	Review Article	2014-2023 studies	Nanotechnology-based drug delivery improves bioavailability, targeting, and effectiveness of antidepressants
2022	Impact of working in academia on mental health	Nicholls, et al. (2022).	Systematic review	26 studies	Academia associated with increased levels of anxiety and depression due to productivity pressures.
2022	Why should we cultivate “the	Kunce, (2022)	Narrative review	Conceptual Paper	Universities must integrate diversity and

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	difference” in everyday practices of the university?				intellectual plurality into everyday academic practices and open to new challenges strengthens academic engagement, inclusion, and the overall vitality of higher education systems.
2021	Teacher job satisfaction and working conditions	Toropova, et al. (2021)	Secondary analysis	2,500+ teachers	Collaboration, leadership, and workload shape satisfaction levels.
2021	COVID-19 and digital disruption in higher education	Watermeyer, et al. (2021)	Qualitative interviews	114 academics	Pandemic intensified emotional labour, workload, and work-life conflict.
2021	Controlled Drug Delivery Systems: Current Status and Future Directions	Adepu, et al.(2021)	Review Article	1990-2021 studies	Controlled-release systems maintain drug levels, reduce dosing frequency, and improve patient compliance in chronic conditions
2020	Burnout and work engagement of academics	Barkhuizen, et al. (2020)	Survey	514 academics	Organizational support reduces burnout and improves engagement.
2020	Gendered patterns of faculty workload	O’Meara, et al. (2020)	Mixed methods	620 faculty	Unequal workload distribution lowers satisfaction, especially for women faculty.
2019	Emotional labour in higher education	Buda & Lenart, (2019)	Qualitative study	45 lecturers	Emotional labour contributes to exhaustion and role strain.
2018	Job demands-resources model in academia	Mudrak, et al. (2018)	Quantitative survey	900 faculty	Institutional resources buffer workload-induced burnout.
2018	Psychological capital and academic satisfaction	Luthans, et al. (2018)	Survey	480 employees incl. faculty	Optimism and resilience significantly determine job satisfaction.
2017	Motivation and burnout among teachers	Skaalvik, et al. (2017)	Survey	2,569 teachers	Self-efficacy and support reduce burnout and improve job satisfaction.
2016	Effort-reward imbalance among academics	Berry (2016)	Survey	213 Faculty	Faculty autonomy significantly determines job satisfaction, while burnout negatively affected professional engagement.

LR (Literature Review) Table 1 summarizes the year, title, author, research design, sample size, conclusions including Pre-Covid, Covid and Post-Covid Studies covering psychological, organizational, and policy aspects. JoS and MWB are positively related to each other. Improved psychological health enhances employee engagement in a meaningful manner and

performance at the professional front, while professional/academic stress and work pressures reduce levels of satisfaction. Therapeutic management supports this relationship by helping working individuals to recover from psychological distress, thereby improving both well-being and professional functioning.

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Thematic Framework

A thematic analysis approach (Braun and Clarke’s six-step framework, 2006) was adopted to synthesize findings from the selected studies. The studies included were read repeatedly to achieve familiarization with the data. Relevant findings were coded inductively, focusing on words like organizational conditions, workload factors, psychological outcomes, and organizational support systems. Similar codes were grouped into broader categories and subsequently refined into relevant themes depicted from the literature covered are mapped with the proposed research study and demonstrates that organizational structures shape job demands and greatly influence teachers’ mental well-being when they interact with psychological resources and lead to job satisfaction or dissatisfaction. These outcomes ultimately affect the overall performance of employees in particular and organizations on the whole.

the study indicates that teacher mental well-being and job satisfaction are shaped by a complex interaction of organizational resources (organizational practices and work conditions, workload pressures, institutional support systems and organizational structures) and psychological resources. Coping mechanisms on individual basis also reduce the mental stress and helps to face the adverse situations confidently, but the influence of organizational work culture and practices contribute greatly in either facilitating or restricting personal and professional growth of the HEI teachers. Recent research also exhibits the significant impact of digitalization of education and work environment post pandemic leading to transforming teaching-learning ways. Thus, literature indicates the need for modifying the existing working patterns at organizational level and not solely individual coping strategies. research further highlights the deep impact of digital transformation and post pandemic-work environment on work patterns of HEI teachers. Overall, the literature highlights the need for periodic interventions at organizational level rather than solely individual coping strategies.

The thematic analysis of existing literature relevant to

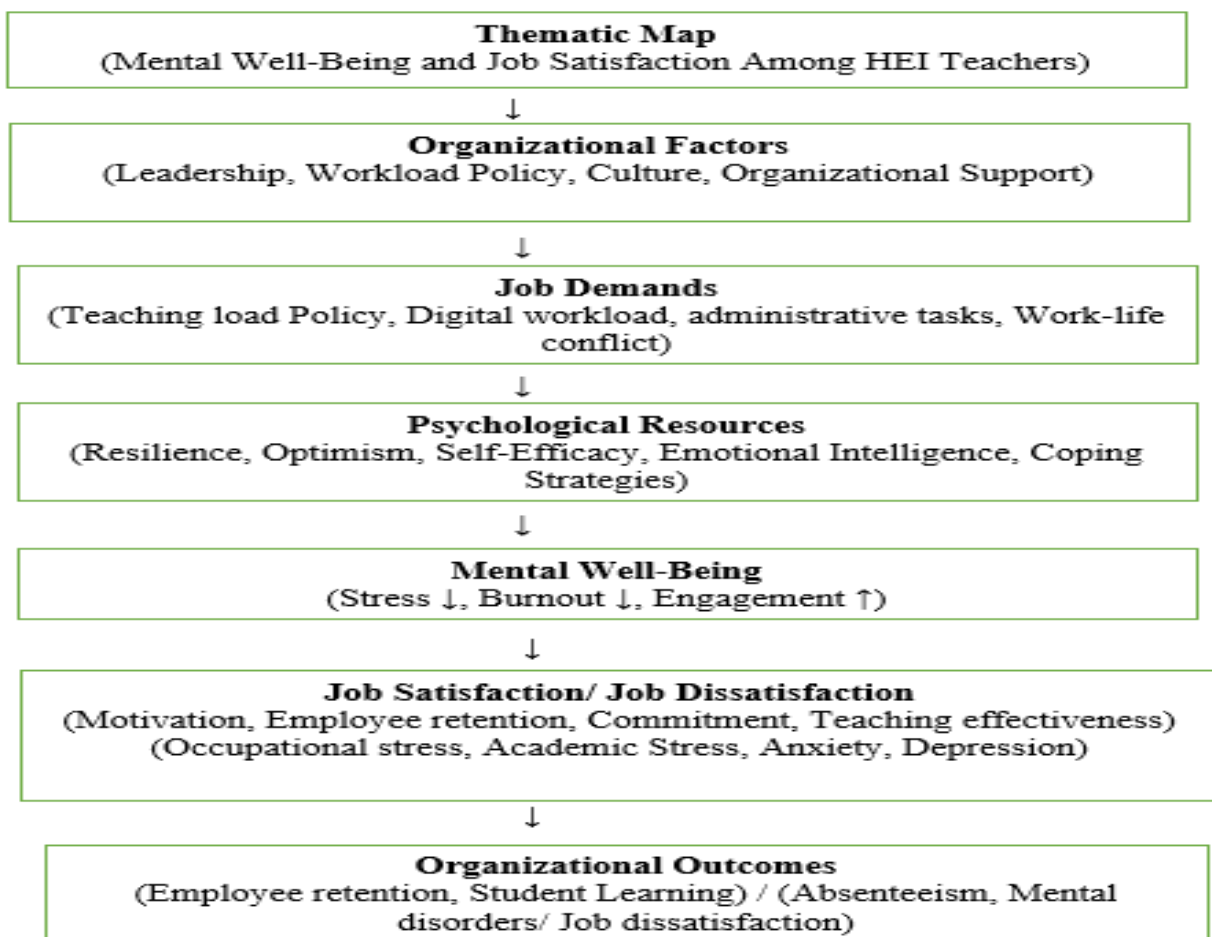


Figure 2: Thematic Analysis

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The themes identified from the proposed work are as mentioned:

Theme 1: Organizational Environment as the Primary Determinant

The studies included for the review reflect that institutional structures are the most consistent determinants of both MSW and JoS among teachers. Factors such as workload distribution, leadership support, collegial relationships, and institutional culture strongly influenced teachers' psychological health. Leadership style strongly influences morale of employees and the quality of their service. Transparent communication, participatory and unfiltered decision-making, and fair recognition of contributions are associated with stronger engagement and institutional commitment (Mudrak et al., 2018). Studies also show that increased administrative responsibilities, unclear or less oriented performance expectations, and limited institutional recognition of work/ contribution lead to emotional exhaustion and reduced job satisfaction. Conversely, supportive leadership, transparent policies, and collaborative work environments enhance engagement and motivation.

Theme 2: Workload design, Role Conflict, and Burnout

In the modern times deeply influenced by global trends, workload design and the approach adopted is a great challenge in higher education and professional environments where competition, dynamic demands from different stakeholders (e.g., organizations are becoming more innovation and research focused, whereas the students demand more teaching attention) lead to more conflicting situations, increased, decrease in effectiveness, disrupted time frame causing inefficiency, difficulty in managing role conflicts and unbalanced work-life balance patterns.

HEI teachers frequently suffer from added administrative responsibilities without simultaneous reduction in teaching or research expectations (Winefield et al., 2018).

Theme 3: Psychological Resources and Coping Strategies

As a protective contribution of psychological resources (resilience, optimism, emotional

intelligence, and self-efficacy) mental pressures can be suppressed to some extent. MWB at the professional front focus on the ability to function effectively, maintain emotional balance, and sustain meaningful relationships.

In academic life, teaching not only promotes two way communication but helps to promote interpersonal relations; research involves long periods of uncertainty and self-direction; and administrative responsibilities focus on prioritizing organizational priorities that may switch over time which demands a balance between all these domains. Comparative studies across countries indicate that academic staff frequently suffer from low levels of intrinsic motivation with growing experiences of stress and fatigue (Barkhuizen, 2021; Kinman & Wray, 2018). Teachers are strongly committed to intellectual work and student development, yet the institutional working and practices of modern HEI's can complicate that commitment. Performance indicators, publication expectations, filtered support by organizational authorities and funding competition lead to additional pressures and demoralize the competent and hard-working employees thus reducing the psychological stability if not balanced by supportive work culture of the organizations.

The Job Demand–Resource (JD-R) model supports that professional well-being depends on the balance between demands placed on employees and resources and support available to them (Bakker & Demerouti, 2017). In HEIs, demands are increasing with times and may include heavy teaching loads, increased administrative tasks, poor salary structure and high research expectations with minimum guidance / support environment, while resources may include autonomy, peer support and fair dealings, leadership engagement, and recognition. Evidence from studies that where resources are strong, faculty often remain resilient despite high demands (Hakanen et al., 2016).

Another perspective from self-determination theory emphasizes the importance of autonomy, competence, and relatedness for psychological health (Ryan & Deci, 2017). Academic environments and organizational practices that allow teachers to exercise intellectual independence, develop expertise, and maintain collaborative relationships exhibit stronger teacher well-being.

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Theme 4: Institutional Support, Job Satisfaction and Professional Development

The existing studies consistently identifies organizational support as a powerful mediator between organizational demands and faculty well-being. Access to mentoring, training programs, mental-health services, and growth opportunities improves both psychological health and job satisfaction. Institutions that actively promote professional development foster a sense of belonging and career progression among faculty, which strengthens engagement and retention.

JoS among HEI teachers has been associated with internal, psychological, and personal rewards as an outcome of direct engagement in learning, research, and teaching, rather than for external incentives like grades, pay, or individual identification and appreciation. Intellectual freedom, flexible work environment, disciplinary engagement, and opportunities to influence students' development have been cited as contributory sources of professional fulfilment. Contemporary research associates increased /decreased levels of satisfaction with organizational culture.

HEI teachers often demonstrate that administrative burden, performance metrics, and short-term employment contracts lead to job insecurity and work-life imbalance thus reducing satisfaction at the professional front even when they remain passionate about teaching and research (Kinman & Johnson, 2019). Conversely, transparent evaluation systems, opportunities for professional growth, and supportive peer networks consistently strengthen the mental well-being of HEI teachers as they feel satisfied (Bentley et al., 2015; Tight, 2020).

Studies also show that job satisfaction also depends perceptions of fair appraisal system and employee recognition. Teachers who believe their work is valued and aligned with organizational priorities exhibit higher morale and engagement but absence of recognition leads to absenteeism, and dissatisfaction may develop even when material conditions are adequate. Job satisfaction appears to depend less on workload than on meaningful workload. Teachers often accept demanding roles when they perceive their efforts as meaningful and socially significant.

Theme 5: Impact of Pandemic COVID-19 and Digital Transformation

The high integration of digital technologies into teaching and administration has introduced new opportunities and challenges as well in the working of HEI's. Online platforms are more flexible but also create expectations of constant responsiveness, which may contribute to digital and mental fatigue and disturb the professional and personal life (Watermeyer et al., 2021).

Many studies highlight the deep impact of the COVID-19 pandemic on teacher's mental well-being. Transformation to online learning and teaching platforms have increased work pressures, technological stress, and emotional strain. Teachers reported extended working hours leading to unbalanced work-life at the professional and personal front, and increased student mentoring responsibilities and support services. Many teachers have good readiness levels and adapt easily to flexible digital teaching environments, while many teachers experience high anxiety levels and burnout. Post-pandemic research demands hybrid teaching models and influence teacher's stress levels and JoS.

Theme 6: Gender and Career-Stage Differences

A consistent finding across studies also covered well-being and job satisfaction also varied by gender, rank, and career stage. Early-career academicians often reported insecurity related to promotion, filtered appraisals and tenure expectations, while senior faculty experience pressures related to leadership roles and research productivity. Women teachers frequently reported greater workload imbalance due to high job expectations and mentoring responsibilities, which affects both stress levels and job satisfaction.

Theme 7: Therapeutic Management and Drug Delivery Perspectives in Occupational Mental Health

This theme highlights the potential role of therapeutic interventions in addressing mental health challenges caused from professional/academic stress among teachers of higher education. Organizational factors (workload, leadership, and recognition, organizational support, regular health check-ups) scheduled by the organizations and therapeutic workshops/programs potentially contributes to understanding faculty well-being, the

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literature also indicates that prolonged or severe psychological distress may require clinical management. In such cases, pharmacological treatments, including antidepressants and anxiolytics, are commonly used to manage stress-related conditions. Recent advancements in drug delivery systems have further enhanced the effectiveness of these treatments by improving drug targeting, ensuring controlled release, and reducing side effects. Approaches such as nanocarrier-based systems and sustained-release formulations contribute to better treatment.

adherence and more stable therapeutic outcomes. This theme therefore suggests the discussion of teacher well-being beyond interventions at organizational level, emphasizing the importance of integrating therapeutic and technological developments in managing occupational mental health. Relation between Mental Well-Being, Job Satisfaction and Therapeutic Management A major finding across the existing literature is that mental well-being and job satisfaction are mutually associated with each other. HEI teachers with strong psychological resources are able to interpret and cope up with challenges better and remain engaged in their work (Hakanen et al., 2016). Conversely, persistent dissatisfaction often correlates with emotional exhaustion, reduced motivation level, and withdrawal symptoms (Demerouti et al., 2015). Longitudinal studies also show that work environment of the organizations plays a crucial role

in influencing this relationship. Supportive environments that provide recognition, autonomy, and collegial collaboration enhance both mental well-being and satisfaction simultaneously. High-work pressure environments may trigger cycles of stress and disengagement that adversely affect outcomes (Kinman & Wray, 2018), highlighting the importance of understanding real time experience of HEI teachers as relational rather than individual and defines identity through interpersonal connections, roles, and shared attributes and isolated traits. In some situations, with prolonged psychological distress, therapeutic management plays an important role in restoring mental well-being. Clinical interventions, followed by counselling and pharmacological treatment, stabilize emotional health and improve functional capacity at work. Advances in therapeutic approaches, supported by improved drug delivery systems, further contribute to effective management by enhancing treatment adherence and minimizing adverse effects. Thus, mental well-being, job satisfaction, and therapeutic management form an interconnected framework, where organizational conditions and clinical support together influence overall professional outcomes. Organizational Strategies for Supporting HEI Teachers HEI's increasingly believe that employee well-being influences organizational performance in the long run, affect student outcomes, and research productivity. Several strategies have been adopted by HEI's (Figure 3) and government (Figure 4) to addressing these concern

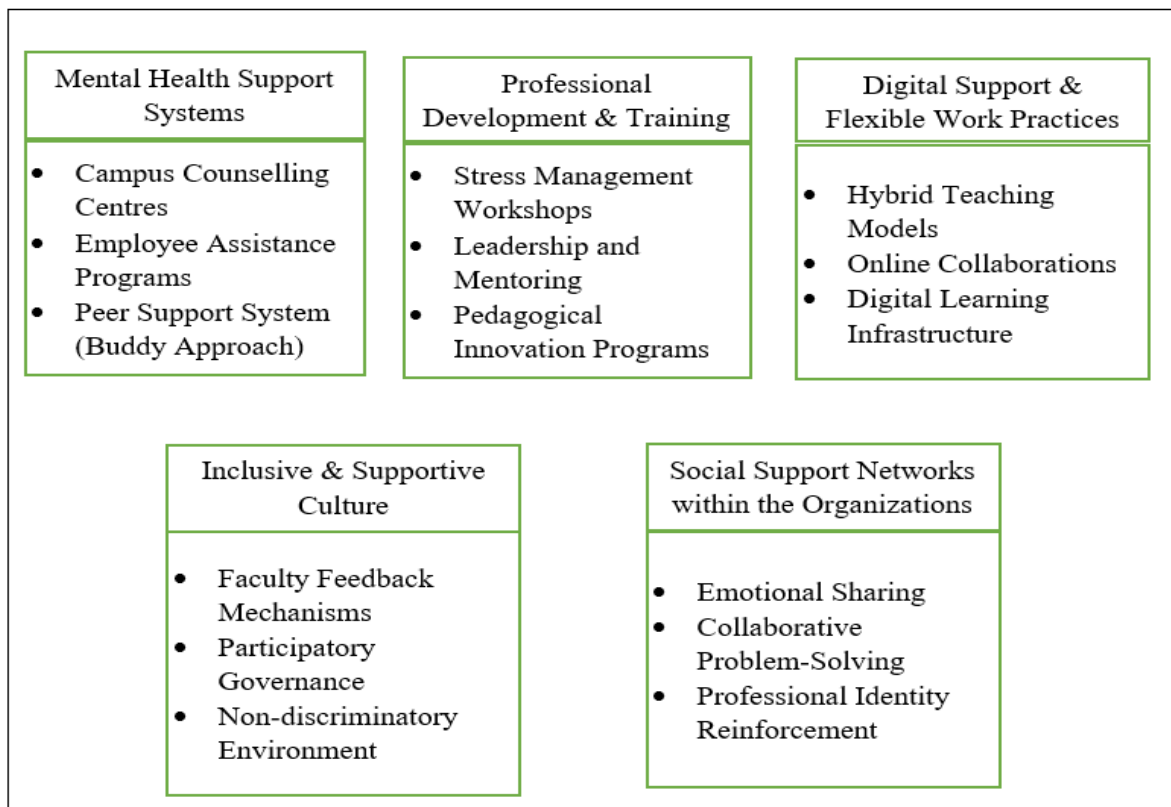


Figure 3: Organizational Strategies for Supporting teachers in HEIs

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Relation between Mental Well-Being, Job Satisfaction and Therapeutic Management

Approaches such as Nano carrier-based systems and sustained-release formulations contribute to better treatment adherence and more stable therapeutic. This theme therefore suggests the discussion of teacher well-being beyond interventions at organizational level, emphasizing the importance of integrating therapeutic and technological developments in managing occupational mental health. A major finding across the existing literature is that mental well-being and job satisfaction are mutually associated with each other. HEI teachers with strong psychological resources are able to interpret and cope up with challenges better and remain engaged in their work (Hakanen et al., 2016). Conversely, persistent dissatisfaction often correlates with emotional exhaustion, reduced motivation level, and withdrawal symptoms (Demerouti et al., 2015).

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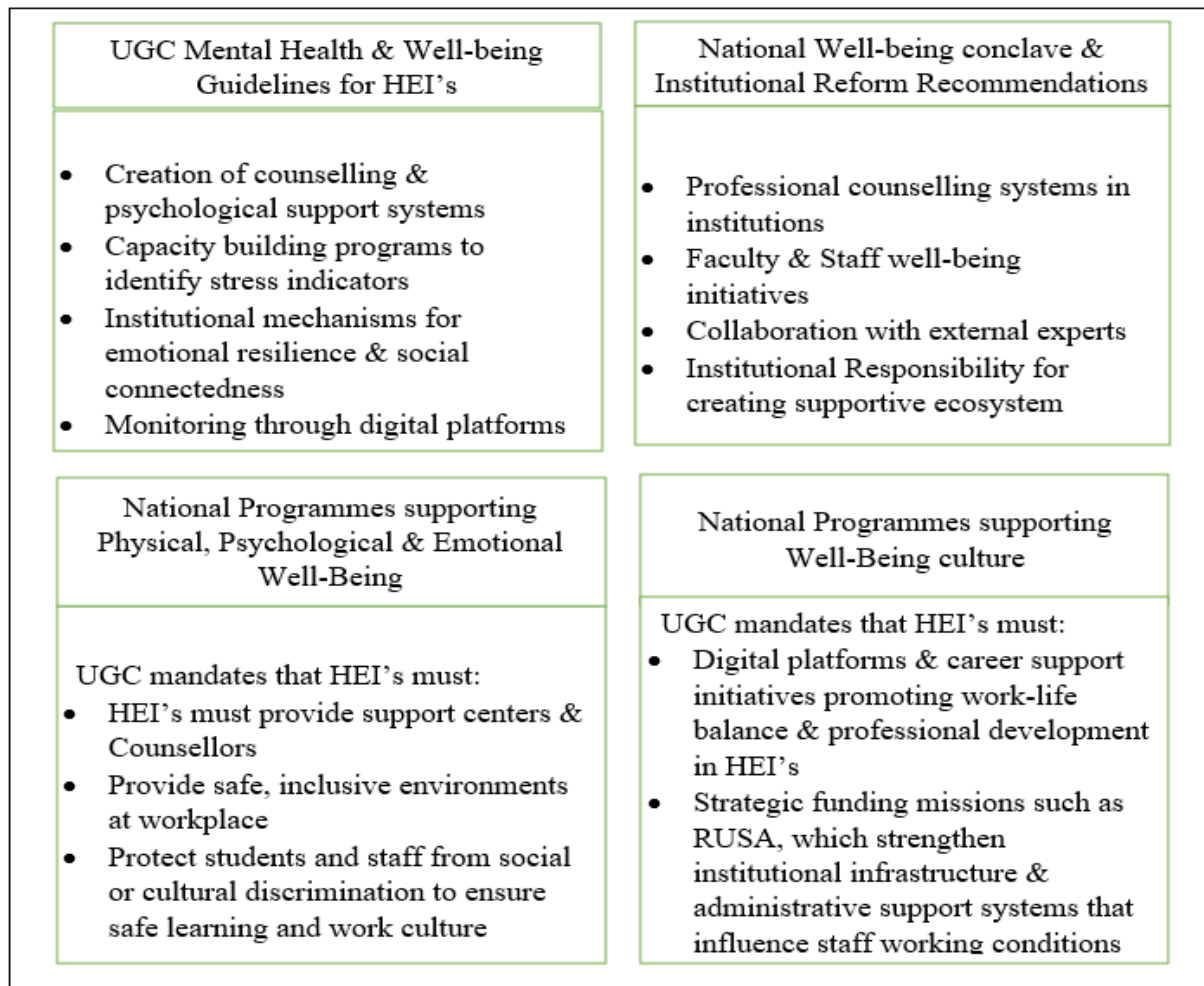


Figure 4: Government Initiatives for Supporting teachers in HEI's

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Clinical interventions, followed by counselling and pharmacological treatment, stabilize emotional health and improve functional capacity at work. Advances in therapeutic approaches, supported by improved drug delivery systems, further contribute to effective management by enhancing treatment adherence and minimizing adverse effects. Thus, mental well-being, job satisfaction, and therapeutic management form an interconnected framework, where organizational conditions and clinical support together influence overall professional outcomes.

Discussion of Results

The review findings focus on a clear association between JoS and MWB among HEI teachers, and are greatly affected by organizational work conditions. Organizational factors (workload distribution, leadership practices, and professional support) influence the level of occupational stress experienced by teachers, which in turn affects their

psychological health. When stress remains unmanaged, it leads to burnout, reduced motivation, and lower job satisfaction (Barkhuizen et al., 2020). On the other hand, supportive environments contribute to improved well-being and sustained professional engagement.

The review also indicates the role of therapeutic management in addressing mental health challenges associated with academic work. While organizational interventions are fundamental, they may not be sufficient in cases of persistent psychological distress. Clinical approaches, including counselling and pharmacological treatment, provide additional support in restoring emotional balance and functional capacity. Recent advancements in drug delivery systems further strengthen therapeutic outcomes by improving drug targeting, reducing adverse effects, and enhancing adherence to treatment.

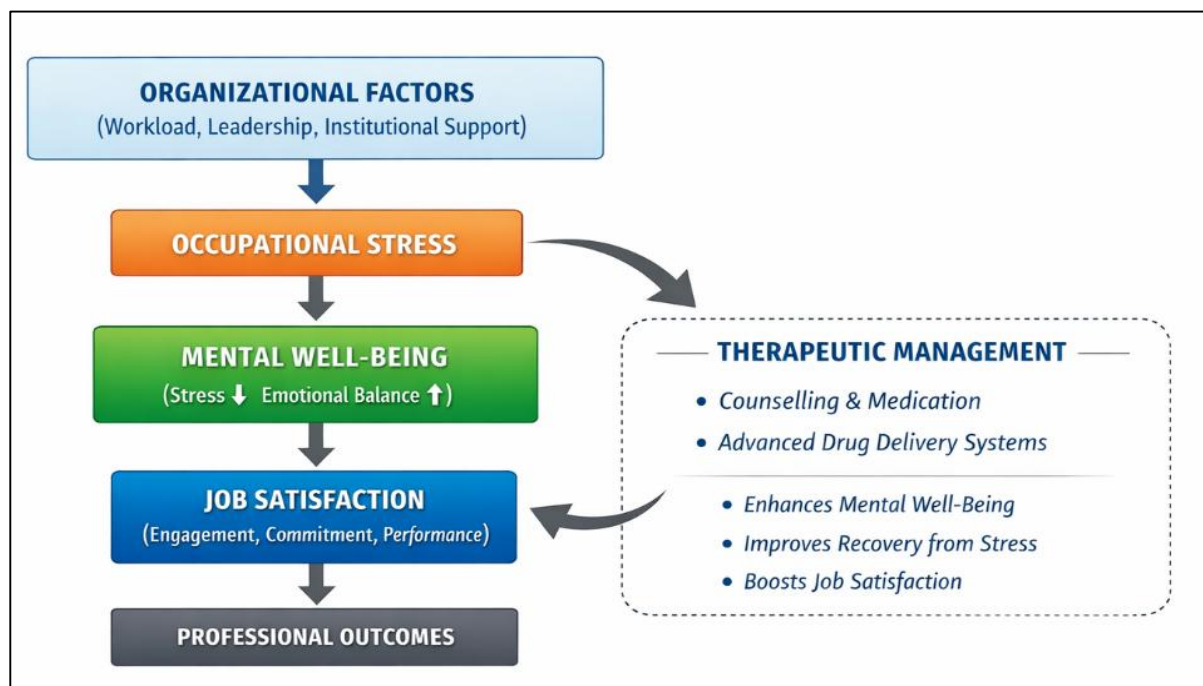


Figure 5: Government Initiatives for Supporting teachers in HEI

The integration of organizational and therapeutic perspectives facilitates a more comprehensive understanding of faculty well-being. It supports the view point that mental health solely cannot be regarded as an individual responsibility or an institutional issue, it should be considered a shared responsibility and require coordinated strategies to address the professional challenges. Addressing both workplace conditions and access to effective therapeutic interventions can contribute to improved job satisfaction, better teaching performance, and more stable academic environments.

Figure 5 shows how the organizational factors influence JoS, MWB and occupational pressures and

stress whereas therapeutic management acts as a supportive mechanism for psychological recovery and professional outcomes.

Contribution of the Present Study

The research work is interdisciplinary in nature and bridges organizational behavior; organizational psychology and neuroscience contribute to the existing literature by adding to the recent research on mental well-being (MWB) and job satisfaction (JoS) among teachers in higher education through a focused narrative review. Many of the existing studies have often examined these issues separately,

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this review clubs organizational and psychological dimensions to provide better understanding of how work environment and organizational practices influence HEI teachers' experiences. By highlighting patterns across studies published in recent years, the paper offers an integrated view of emerging challenges within academic work and identifies areas where institutional practices can support healthier professional environments. The review provides useful insights for educational leaders, policymakers and researchers concerned with improving faculty well-being in higher education.

The integration of organizational and therapeutic perspectives offers a more comprehensive understanding of faculty well-being. Rather than viewing mental health solely as an individual responsibility or an institutional issue, it should be considered a shared domain requiring coordinated strategies. Addressing both workplace conditions and access to effective therapeutic interventions can contribute to improved job satisfaction, better teaching performance, and more stable academic environments.

Research Limitations of the Study

The present study is based on a narrative review of previously published studies, which may limit the scope of study to specific parameters excluding the broader areas of available research. Although efforts were made to include sufficient number of studies from the databases, relevant research published in other languages or in non-indexed sources were not included. In addition, variations in research design, sample characteristics and analysis approaches across studies may also affect the findings. As the review relies on secondary data, it does not provide empirical evidence from primary investigation though it supports the doctoral study to identify the gaps in the existing studies. Future research can include longitudinal and cross-cultural empirical studies for real time experience of the teachers of HEI in context to their mental well-being and job satisfaction.

Implications for Higher Education Policy

The findings of this review study suggest that teacher well-being should be considered a strategic priority rather than a peripheral concern. HEIs that invest in creating and sustaining supportive culture encourage high-quality of teaching and learning.

Framing policy guidelines for promoting balanced workload, inclusive governance, and professional autonomy may lead to organizational resilience in the long run. National higher education systems that recognize these factors may also enhance recruitment and retention of academic staff.

Teachers are regarded as architects of nation. Socially, the findings reveal that the well-being of teachers in higher education has implications beyond organizational boundaries. When educators work in supportive environments and feel satisfied at their workplace, they contribute to the achievement of the organizational goals, associated with high-quality teaching, mentoring students and are knowledge creators. If the work place-related stress and dissatisfaction among HEI teachers remains unidentified, it can adversely impact the learning and teaching effectiveness, meaningful student and teacher engagement and organizational or departmental practices. By encouraging HEI's to priorities fair workload distribution, supportive and unbiased leadership and professional development, this review adds the social value of investing in educators' well-being. Strengthening the fair organizational practices can contribute to healthier and sustainable Higher Educational ecosystem.

Future Research Directions

With more inclination and focus on research (NEP2020 points 17.1 to 17.6), innovation (NEP 2020 point 10.6) and quality education (SDG 4), several gaps still limit employee well-being and developing healthy work culture. Longitudinal studies examining the impact of institutional reforms on faculty well-being are limited. Comparative analysis across organizations at national level can provide real experience information of the impact of organizational practices on well-being and satisfaction aspects of HEI teachers. Further research integrating psychological, organizational, and technological perspectives may also provide more clarity of the emerging patterns in HEIs in context to research, innovation and education.

Conclusion

The proposed work supports a strong association between mental well-being and job satisfaction among HEI teachers and are significantly influenced by organizational practices (workload balance, professional academic recognition, and supportive leadership) that develop the organizational culture.

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HEIs that consider their employees as their asset and promote supportive organizational practices are able to retain their employees and sustain in creating effective learning systems for the betterment of the society. Balancing minds and work is not only an individual/personal challenge for teachers but should be the strategic approach for higher education institutions worldwide. Academic roles are becoming more complex in the digital age which demands the meaningful, balanced engagement of teachers. Strengthening organizational work culture that value teachers' work and provide unfiltered support is therefore essential for maintaining effective teaching-learning environment, motivate teachers and the long-term credibility of higher education institutions.

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