

Teaching Performance Mediated by Emotional Well-Being: A Systematic Review

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Abstract

Teaching professionals continually face challenges that affect their work performance. One of these challenges is related to emotional well-being, which is influenced by the different work demands, institutional changes, the teaching-learning activity itself, and the interaction with students. Considering the impact on teacher performance, assessing and considering their emotional well-being is necessary. This article aimed to analyze how teaching performance is mediated by emotional well-being. For this purpose, a systematic literature review was carried out, the search process of which was supported by the PRISMA methodology. The search process was carried out in the Scopus, WoS, and SciELO databases, from which a total of 24 articles were obtained that met the established inclusion criteria. It is concluded that for effective work performance, teachers must enjoy emotional well-being; in addition, educational policies must be oriented to ensure the emotional health of teachers, making appropriate interventions that focus on the different negative and positive emotions that these professionals may experience in their daily practice.

Keywords: teacher performance, emotional well-being, teacher, work environment, education

1. Introduction

Over time, the educational field has generated not only concern but also interest in knowing what is or is not the cause of efficient teacher performance. This has opened debates on the subject of achieving and implementing the necessary changes in educational policies. Such changes have focused mainly on the training and professionalization of teachers, which translates into higher educational requirements, for example, standardized evaluations, better teaching practices, and compensation (Valdés, 2023). Although improvements in teacher effectiveness are necessary and desirable, other aspects that are extremely important are often overlooked, such as the personal and emotional characteristics of the teaching professional, his or her family life, and even his or her social relationships.

In this sense, several authors point out that when efforts are focused on implementing reforms, whose objectives are to see results in teachers, students, and educational institutions, most likely the mistake will be made of obviating the impact that these have on the performance and emotional well-being of these professionals (Ruiz, 2016). This is supported by Dowz (2020), who points out that many of the educational reforms carried out seem to be focused on maintaining universal standards and accountability on the part of the teaching staff, evidencing little or no interest in their emotional well-being. Faced with this reality, the teaching professional must struggle against demands referred to accountability, performativity, and standardized approaches to their practice, which originate centralized control and prescription, threatening their autonomy and, above all, their morale (Pinargote-Macías et al., 2022).

Teaching performance is reflected in the way classroom activities are designed and implemented, which not only influences student attitude but also promotes continuous improvement in the teacher's pedagogical practice (Moon et

al., 2021). This skill in academia encompasses both the implementation of innovative assessment methods and the use of soft skills that reinforce students' emotional well-being, elements that are crucial for an effective learning environment (Llovio et al., 2023).

In turn, emotional well-being is a factor that has a significant influence on teacher performance. Emotional balance is a key predictor of attitudes and behaviors that, when properly managed, can serve as a source of motivation in the academic environment (Lucas-Mangas et al., 2022). Likewise, teachers' socioemotional competence, which is closely related to their self-efficacy, not only contributes to better management of classroom dynamics but also has a positive impact on students, as it improves their participation and performance (Aldrup et al., 2020). In this sense, effective and constant communication with the educational institution is fundamental, as it facilitates the creation of a comfortable and suitable work environment for teaching performance (Fan & Wang, 2022).

The teacher's profile is deeply influenced by his or her interaction in the classroom, and the loss of self-confidence can negatively affect both his or her pedagogical work and his or her relationship with students. This situation can give rise to problems such as burnout syndrome, recurrent episodes of stress, and dissatisfaction, which, in turn, deteriorate the teacher's academic performance (López et al., 2023). This is where emotional intelligence plays a crucial role, as it enables teachers to manage their emotions effectively, to improve both their skills and their ability to interact positively with others (Huamán et al., 2021).

To address these issues, it is necessary to establish strategies that generate favorable conditions for teacher performance. Enriching experiences and institutional support have a significant relationship with teacher performance; in addition, it is essential to carry out a continuous assessment of the mental state of teachers, promoting changes that benefit their emotional well-being and, consequently, their effectiveness in the classroom (Maisog, 2023).

There is another aspect that affects the emotional well-being of teachers, which is related to classroom management and organization, which together trigger feelings and emotions in teachers that destabilize their performance. In this sense, Robles and Sandoval (2024) point out that teachers must face two areas that in one way or another will affect them; on the one hand, there is their work of promoting knowledge in students, and on the other hand, there is the fact of facing some situations that affect their educational practice. It is in this area that it is necessary to talk about every aspect present in the teacher's professional daily life that manages to influence their emotional well-being.

The studies that have been carried out around this topic show how the different functions that the teacher must fulfill cause him/her some ambiguity and discomfort, especially because he/she faces situations "of uncertainty, evaluation, job insecurity and, in the teacher's perspective, of control" (Mungarro et al., 2017), generating a gradual and growing discomfort. Likewise, such research demonstrates the existing relationship between teaching work and certain health problems; thus, at the biological level, for example, there are respiratory or cardiovascular conditions, stomach ulcers, lumbago, and cervicgia, among others. On the other hand, in the psychological area, there are job dissatisfaction, anxiety, absenteeism, depression, reduced productivity, social passivity, etc. Both levels influence the teacher's performance, causing conflicts in the interpersonal, professional, and academic areas.

Some studies on the mental health of teachers and how it affects the classroom showed that teachers with depressive symptoms had a worse classroom climate, poor classroom management skills, and poor interactions between teachers and students. In addition, teachers who presented higher levels of socioemotional competence were better able to attend to their students (Silver & Zinsser, 2020). Likewise, concerning teachers' emotional regulation and psychological well-being, Greenier et al. (2021) determined in a study conducted with 108 British and 255 Iranian teachers that both variables significantly predicted work engagement for the entire sample of teachers. However, psychological well-being appeared to be a stronger predictor of teachers' work engagement.

This shows the need to channel efforts to improve education in such a way that emphasis is not only placed on what teachers do when they teach but also on considering and valuing who they are and how what they do affects them. Hence, to speak of education for development that includes aspects such as access to health, equity, quality of life, social justice, etc., but ignores the fact that teachers have an inadequate standard of living or emotional condition, is simply plowing into the sea. Therefore, taking into account the emotional characteristics of teachers would increase the likelihood that they will provide high-quality teaching, which would result in higher student motivation or achievement (Bardach et al., 2022).

Given the above, the following research questions are posed:

- What has been the evolution of scientific production regarding the mediation of emotional well-being in teacher performance, in terms of year, language, journals, and database, among other aspects of publication?
- How does emotional well-being influence teachers' professional performance?

Thus, according to the questions posed, the objective of the present study is to analyze through a systematic review how teacher performance is mediated by emotional well-being. This is because it is significant to explain how teacher performance is affected by the emotional element of individuals. In addition, this paper will provide evidence on whether teachers' emotional well-being is something that requires greater consideration by the agencies responsible for implementing educational policies.

2. Method

The search and review process began in mid-2023 and ended in early 2024. First, an electronic search was executed in three databases: Scopus, SciELO, and Web of Science (WoS). The search was oriented to studies published between 2014 and 2024, selecting peer-reviewed articles to ensure the highest scientific quality. Likewise, the Boolean operators "AND" and "OR" were used to design the search strings, which consisted of a combination of the following terms: "Teaching performance", "Emotional well-being"; "Work environment", "Teacher", "Education", "Emotions" and "Biopsychosocial factors" (see Table 1). Once the search equations were applied, a total of $N0 = 995$ articles were retrieved from the three databases considered (Scopus = 500; SciELO = 287; WoS 208).

Table 1. Search Equations by Database

Database	Search equations
Scopus	(TITLE-ABS-KEY("Teaching performance" OR "Emotional well-being" OR "Work environment" OR "Emotions") AND TITLE-ABS-KEY("Teacher" OR "Emotional well-being" OR Biopsychosocial Factors OR "Education"))
Scielo	(título:("Desempeño docente" OR "educación" OR "bienestar emocional") AND título:("Docente" OR "ambiente laboral" OR "bienestar emocional"))
WoS	("Bienestar emocional" OR "educación" OR "desempeño docente") AND ("Educación" OR "ambiente laboral" OR "docente" OR "Emociones")

2.1 Inclusion and Exclusion Criteria

2.1.1 Inclusion Criteria

- Primary source articles published in peer-reviewed journals
- Studies with the variables "teacher performance" and "emotional well-being of teachers".
- Studies on education
- Publications in English and Spanish
- Studies published between 2014 and 2024
- Empirical studies and reviews

2.1.2 Exclusion criteria

- Studies whose study populations are not teachers
- Studies published in languages other than English or Spanish.
- Works not related to the field of education
- Papers or abstracts of conferences, monographs, dissertations, theses, commentaries, or brief reports.
- Articles that do not present methodologies or results
- Articles with restricted access

The analysis as a whole yielded 995 initial records. However, during the identification phase, 244 articles were discarded, of which 64 were duplicates and 180 did not have direct access to the document. In the screening phase, a total of 751 articles were reviewed, of which 75 articles were excluded because their populations did not include teachers, 99 because they were published in a language other than English or Spanish, and 248 because they were not published between 2014 and 2024. For complete reading, 329 articles were selected, of which 296 articles were excluded. They were papers or abstracts of conferences, monographs, dissertations, theses, commentaries, or brief reports (116), and 180 because they did not present methodology or results. As a result of this process, 33 articles were

obtained for the final review and analysis, referring to teaching performance and emotional well-being in educational institutions.

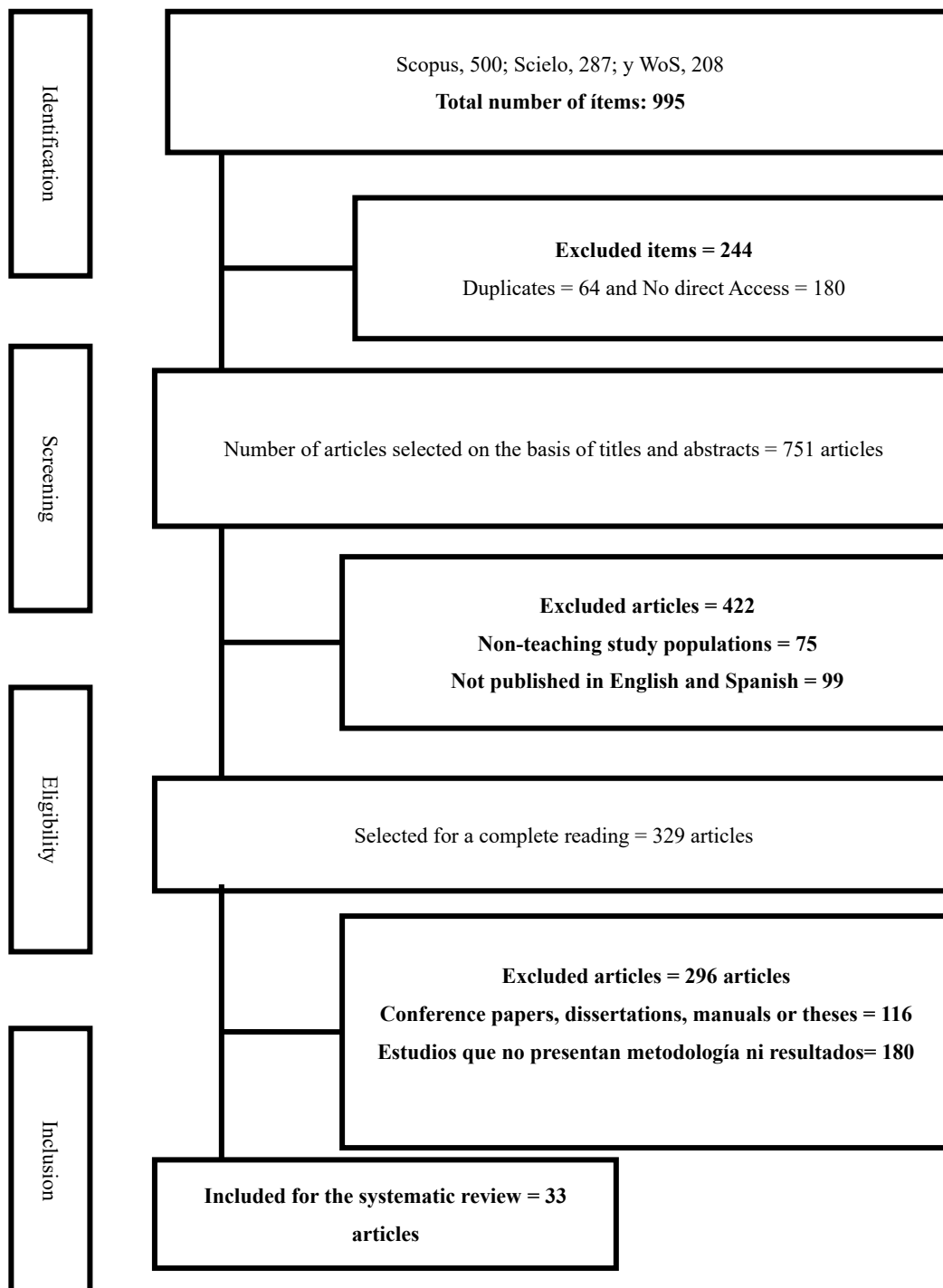


Figure 1. Prisma Flowchart

3. Results

The search process carried out in the aforementioned databases yielded a total of 24 articles, which met each inclusion criterion. Of this total number of documents, 22 (66.67 %) were found in journals indexed in the Scopus database; 1

(3.03 %) in SciELO, while there were no publications in WOS. Regarding this first criterion, it is noteworthy that 9 (27.27 %) publications reviewed were in journals indexed in two databases (Scopus/WoS) and 1 (3.03 %) in a journal indexed in SciELO/WoS (see Figure 2).

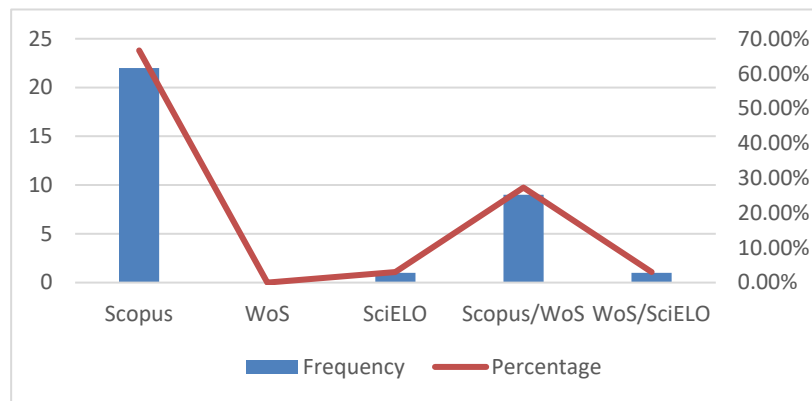


Figure 2. The Most Commonly Used Database for Publishing on Teacher Performance and Emotional Well-Being

Source: Own elaboration.

Similarly, in 29 (87.88 %) studies, a quantitative approach was used, 3 (9.09%) were literature reviews, and 1 (3.03%) was qualitative (see Figure 3). In addition, the year with the highest number of publications was 2022, with 6 (18.18 %), followed by 2023 and 2024 with 5 (15.15 %) papers each, 2019 with 4 (12.12 %), 2020, 2021, and 2017 with 3 (9.09 %) papers each. Also, 2016 had 2 (6.06%) publications; finally, 2014 and 2018 had only 1 (3.03%) paper published each.

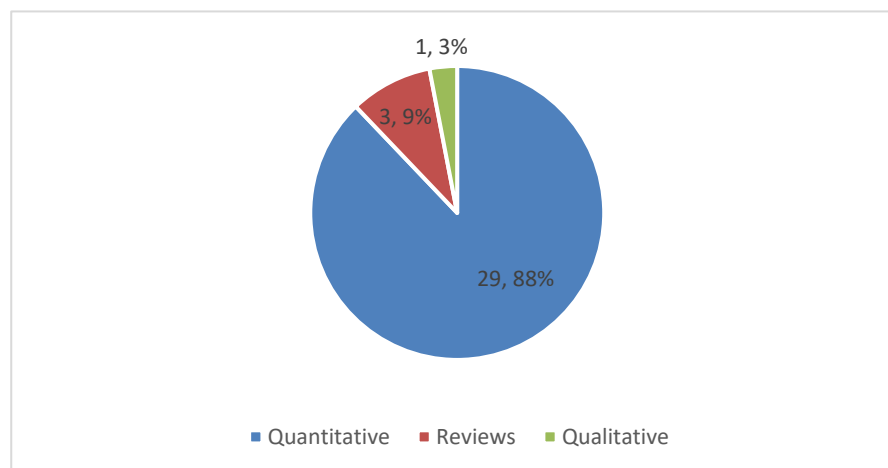


Figure 3. Type of Methodology Used in the Articles

The review conducted showed that 14 of the studies reviewed presented teachers' emotional well-being as the main focus (Kidger et al. 2016; Bagdžiūnienė et al. 2023; Chávez and Henríquez 2023; Sandilos et al. 2023; Lucas-Mangas et al. 2022; Alves, Lopes, and Precioso 2020; Fan and Wang 2022; Estrada et al. 2024; Zawawi, Yahya, and Faiz, 2021; Santihastuti et al. 2022; Guzmán et al. 2023; Fernández-Berrocal et al. 2021; Talbot and Mercer, 2018; Manasia, Pârvan, and Macovei 2020). The aspect related only to the emotions of these professionals was addressed in diez articles (Emerson et al. 2017; Jeon et al. 2017; Dreer, 2021; Agyapong et al. 2022; De Vera, 2022; Mérida et al. 2023; Burić, Slišković, and Penezić, 2019; Chen 2019; Trillo et al., 2024; Derakhshan, Slamet, and Mohammad, 2024), and the one referring to job performance linked to teachers' emotions or well-being was examined in only nine papers out of the totality reviewed (Marenco-Escuderos and Avila-Toscano, 2016; Burić et al. 2019; Asaloei, Wolomasi, and Weran, 2020; Greenier et al. 2021; Xu et al, 2023; Tejada et al., 2024; Wang et al. 2024; Ventura et al. 2014).

Table 2. Information on the Articles Reviewed

Author (s)/year	Language	Database	Journal
Bagdziūnienė et al. (2023)	English	Scopus	Front. Psychol
Chávez y Henríquez (2023)	Spanish	Scielo/WoS	Estudios del Desarrollo Social: Cuba y América Latina
Dreer (2021)	English	Scopus	Educational Studies
Sandilos et al. (2022)	English	Scopus	Journal of School Mental Health
Xu et al. (2023)	English	Scopus	International Journal of Environmental Research and Public Health
De Vera (2022)	Spanish	Scopus/WoS	Foro de Educación
Marenco-Escuderos y Ávila-Toscano (2016)	Spanish	SciELO	Pensamiento Psicológico
Lucas-Mangas et al. (2022)	English	Scopus	International Journal of Environmental Research and Public Health
Mérida et al. (2023)	Spanish	Scopus/WoS	Estudios sobre Educación
Alves, Lopes y Precioso (2020)	English	Scopus/WoS	IJERI: Revista Internacional de Investigación e Innovación Educativa
Burić, Slišković y Penezić (2019)	English	Scopus	Journal of Educational Psychology
Chen (2019)	English	Scopus/WoS	Asia-Pacific Journal of Teacher Education
Fan y Wang (2022)	English	Scopus	Front. Psychol.
Trillo et al. (2024)	English	Scopus	Humanities & Social Sciences Communications
Tejada et al. (2024)	English	Scopus	Sustainability
Estrada-Araoz et al. (2024)	Spanish	Scopus	Salud, Ciencia Y Tecnología
Derakhshan, Slamet y Mohammad (2024)	English	Scopus/WoS	Iranian Journal of Language Teaching Research
Zawawi, Yahya y Faiz (2021)	English	Scopus	International Journal of Evaluation and Research in Education (IJERE)
Santihastuti et al. (2022)	English	Scopus	LEARN Journal: Language Education and Acquisition Research Network
Guzmán et al. (2023)	Spanish	Scopus	Estudios pedagógicos (Valdivia)
Fernández-Berrocal et al. (2017)	English	Scopus	Front. Psychol.
Talbot y Mercer (2018)	English	Scopus	Chinese Journal of Applied Linguistics
Manasia et al. (2020)	English	Scopus/WoS	European Journal of Investigation in Health, Psychology and Education
Asaloei et al. (2020)	English	Scopus	International Journal of Evaluation and Research in Education (IJERE)
Jeon et al. (2017)	Inglés	Scopus/WoS	Early Education and Development
Agyapong et al. (2022)	Inglés	Scopus	International Journal of Environmental Research and Public Health
Greenier et al. (2021)	Inglés	Scopus	System
Wang et al. (2024).	Inglés	Scopus/WoS	Education Sciences
Kidger et al. (2016)	Inglés	Scopus	Journal of Affective Disorders
Burić et al. (2019).	Inglés	Scopus	Educational Psychology
Emerson et al. (2017).	Inglés	Scopus	Mindfulness
Zarate et al. (2019).	Inglés	Scopus/WoS	Psychology in the Schools
Ventura et al. (2014)	Inglés	Scopus	The Journal of Psychology

It is noteworthy that 16 studies were conducted between 2022 and 2024, showing that research on teachers' emotional well-being is a topic of great interest to the scientific community. The rest of the articles (17) show emotions as the only term examined on the teaching performance related to the well-being and emotions of these professionals. The articles reviewed are shown below with their main metadata (see Table 2).

The search process and the analysis of the information yielded three fundamental clusters around which all the conceptual content referring to emotional well-being as a mediator of teacher performance is organized. These clusters are teachers' emotional well-being, teachers' emotions, and teachers' performance.

4. Discussion

One of the aspects that stood out the most in the review refers to the period in which more publications have been made regarding the emotional well-being that teachers should have to achieve an appropriate professional performance. This period is between 2022 and 2024, evidencing that currently, teachers' emotions are important (Stark et al., 2022). In this sense, understanding how teachers feel about the work they do is crucial to identifying the implications that emotions have and how they affect their work performance and their students.

4.1 Emotional Well-Being of Teachers

To address this aspect in the educational field, it is first necessary to define what emotional well-being is; for this purpose, Cisneros and Druet (2014) point out that it is what people think and feel concerning their lives and how they evaluate their existence; however, emotional well-being has more to do with positive emotions than with negative ones, and it is quite fluctuating. Hence, several studies show that well-being is not a stable and immutable phenomenon, as it represents a generalized and positive internal state capable of changing according to what the person has experienced or due to certain external conditions (Bagdžiūnienė et al., 2023). Likewise, Sandilos et al. (2023) expound that well-being is related to an individual's experience, positive emotions, satisfaction, sense of purpose, and healthy relationships.

According to the above, the studies that have been conducted on teachers' well-being during the last few years are well-founded, since the attention of researchers on this topic has shown a growing interest due to the academic connotations it presents. Among the objectives of any educational institution is to have successful teachers, as they represent the basis of any effective educational system capable of obtaining the established learning outcomes (Fan & Wang, 2022). To this end, it is essential to study the factors that contribute to teachers' professional success, among which are personal factors (identity, autonomy, creativity, and self-efficacy) and interpersonal factors (immediacy and credibility in teaching effectiveness).

Although studies have identified these factors, the role of emotions and emotional factors in teachers' performance has often been overlooked. In addition, emotions are a determining aspect when studying teacher performance, since their well-being depends on how fulfilled, happy, and joyful they feel in the classroom and their environment (Fan & Wang, 2022). In this sense, Estrada-Araoz et al. (2024) state that every teacher is exposed daily to great demands and challenges in their work, which range from lesson planning to interaction with students and classroom management, which is why they need to have important psychological skills and resources that allow them to deal effectively with the complexities of the current educational process. Thus, the demands related to workload could harm the psychological and emotional well-being of teachers, which would directly affect their ability to provide effective and quality teaching (Zawawi et al., 2021).

Likewise, Manasia et al. (2020) propose that to improve teacher well-being, it is necessary to take into account both work and personal resources; the latter include self-efficacy and positive emotions of these professionals. When the teacher enjoys what he/she does, a positive emotion is evident; this enjoyment is positively influenced by work resources, all of which help to prevent teacher discomfort and burnout. Similarly, another aspect that greatly affects teachers' true emotional well-being is the changes that may occur in the institutional organization, in the teaching process, and working conditions; a clear example of this is the situation experienced with the appearance of COVID-19 and the post-pandemic period (Sacré et al., 2023). The new normality experienced at that time led teachers to understand and accept the changes and, in addition, to adapt to the new circumstances; all of which had an impact on teachers' perception of themselves, on their mental health, and especially, on their well-being.

Among the aspects that teachers learned to develop during the pandemic were emotional regulation and resilience, which were very important to achieve true emotional well-being. In addition, these aspects include positive, sensitive, caring, and supportive relationships between teachers and students, which facilitate emotional well-being to be modeled (Lucas-Mangas et al., 2022; Derakhshan et al., 2024).

4.2 The Emotions of Teachers

According to the review carried out, the definition made by Tejada et al. (2024) regarding what emotions are in the educational field will be taken as a basis. These authors point out that teachers' emotions are states that appear as a response to certain exceptional situations; these states involve synchronized patterns of experiences, appraisals, physiological changes, and behavioral expressions or tendencies. Similarly, Frenzel et al. (2021) make a definition of emotions that is very similar to that proposed by Tejada et al. (2024), in which these can be understood as synchronized and coherent patterns of central nervous and peripheral physiological reactions that are reflected in action tendencies and facial, vocal and gestural expressions that are integrated into subjective experiences.

However, Schutz (2007), quite rightly, defined teachers' emotions as socially constructed and personally represented ways of being, which appear according to conscious or unconscious judgments linked to the achievement of goals or the maintenance of standards or beliefs. In this sense, the conceptions that are currently handled are not far from what Schutz pointed out since they are seen as internalized sensations that remain inert inside teachers' bodies but are an integral part of how they relate and interact with their students, colleagues, managers, supervisors and parents (Marenco-Escuderos & Ávila-Toscano, 2016; Chen, 2019; Sandilos et al., 2023; De vera, 2022).

The topic referring to the role that emotions play during the teaching-learning process, the emotional experiences of teachers and their relationship with teaching practices, and how the sociocultural context of teaching interacts with the emotional experiences of these, has been of great interest since this aspect is fundamental for meaningful learning to occur in students, as well as to achieve an effective performance of teaching professionals (Marenco-Escuderos & Ávila-Toscano, 2016; Fernández-Berrocal et al., 2017; Xu et al., 2023). For the teacher, teaching as a process is capable of generating certain emotions, which can be positive or negative. Within the former, it is possible to find feelings of confidence, curiosity, commitment, enjoyment, interest, enthusiasm, fun, joy, gratitude, happiness, joy, passion, complacency, pride, and satisfaction. Within the negative ones, it is possible to find anger, annoyance, anxiety, boredom, worry, depression, disgust, dissatisfaction, exhaustion, frustration, jealousy, anger, nerves, sadness, stress, or uneasiness.

The emotions indicated and some others are generated as a consequence of the different interactions that usually occur between teachers and their teaching contexts; in addition, to these emotions are added the feelings they have about themselves, their colleagues, their students, classroom activities, their teaching context, and teaching resources, as well as their feelings about the benefits and rewards of teaching (Richards, 2020).

One of the most commonly observed negative emotions among teaching professionals is burnout, which plays a decisive role in the subsequent emotions they may experience. Studies have shown that teachers who are "burned out" feel tired mentally and physically, which leads them to withdraw from their students and feel less able to cope with the daily demands of the classroom. Moreover, feeling burned out, they are more likely to experience negative feelings such as anger, frustration, hostility, and hopelessness (Frenzel et al., 2021).

Similarly, some unfavorable conditions that can cause stress and anxiety in teachers include:

Large class sizes, poorly motivated students, emphasis on book learning, rote learning, and test scores, lack of encouragement for innovation or creativity, limited teacher action and autonomy, poor or limited facilities, resources, and equipment, unqualified and unsupportive administrators, poor collaboration among teachers, poor pay, benefits and reward system for teaching (Richards, 2020).

Concerning positive emotions, Manasia, Pârvan, and Macovei (2020) point out that teachers with more positive emotions can generate more ideas and teaching strategies, which impact their subjective well-being, preventing physical and mental discomfort and exhaustion. Likewise, Xu et al. (2023), with their study conducted in universities in China, were able to demonstrate that only when teachers feel happy can they have a better job performance and better help their students. Hence, it is possible to assert that among the functions that the teacher's emotions have in the educational process are providing the necessary information, providing quality to the experience and influencing cognitive processes, regulating internal and external processes, and providing motivation.

4.3 Teaching Performance (TP)

The educational dynamic requires some essential elements to guarantee true educational quality; One of them is the professional performance of teachers, as it becomes a key aspect of providing quality education. Various authors have addressed the topic of teaching performance and have defined it simply and clearly; thus, for Xu et al. (2023), TP is the result of a job that is linked to the functions performed as a teacher. That is, TP results from the interaction that the teacher establishes with the students in the classroom by providing them with knowledge and achieving better teaching. Furthermore, Marenco-Escuderos and Ávila-Toscano (2016) point out that TP is the capacity shown by each teacher

during the practice of their duties or work. This capacity can be classified as good and satisfactory if the objectives achieved are following the established standards.

Teaching work itself is the trigger of negative emotions, among which stress stands out, which directly impacts performance. The study carried out by Asaloei, Wolomasi, and Werang (2020) reveals that it is extremely important that the management staff of educational institutions strive to create more pleasant working conditions so that teachers can teach young people properly. The more the teacher enjoys his life and his educational work, the less stress he will have; That is, the less stress on teachers, the higher quality work they will produce (Asaloei et al., 2020).

Now, stress can be caused by external situations that influence the pedagogical process; For example, what we experienced during the COVID-19 pandemic is proof of this. This situation caused quite drastic organizational changes, which influenced the emotional state of teachers and affected some aspects of their professional activity, such as student academic performance and the quality of teacher-student relationships. In this aspect, it was evident that the resistance that some teachers experienced when they were forced to switch to remote teaching also contributed to the appearance of negative emotions (Tejada et al., 2024).

Finally, Xu et al. (2023) mention that stressful elements are closely negatively linked to job satisfaction, commitment, and performance of teaching professionals; That is, stress is considered a limitation for personal growth to occur and objectives to be achieved, negatively affecting the emotional state of teachers (job satisfaction) and job performance (teaching commitment). By this, it stands out how significant it is that the supervision carried out on the work of teachers is capable of generating preventive strategies for emotional well-being and thus achieving better working life conditions. That is, the well-being of teachers is directly and positively related to physical health, creativity, social relationships, productivity, and the performance of teachers and, therefore, that of their students. In short, the educational system has in its hands the promotion of psychological well-being through programs and interventions that provide the necessary tools and emotional support to these professionals.

5. Conclusion

The review analysed how teacher performance is mediated by emotional well-being, which showed that there is a strong relationship between the two, and although the literature, on some occasions, addresses them independently of each other and with related terminologies, they all reach the same conclusions. Such studies highlight the need to achieve a state of well-being that encompasses physical, emotional, and mental health for optimal performance, both on a personal and professional level.

Of the 995 articles identified in the Scopus, WoS, and SciELO databases, 33 were selected for this review, according to the established inclusion criteria. Among the findings, it was observed that 42.42% focused on the analysis of teachers' emotional well-being. The rest of the publications revolved around the emotions of these professionals and the study of job performance linked to the emotions and/or well-being of teachers as a whole. Likewise, 88% of the studies examined presented a quantitative methodology, and the database most used to publish the studies was Scopus, with 66.67% of the total number of documents.

Teaching professionals make up a group of individuals whose participation is fundamental in any educational system, and despite their increasing rates of stress and exhaustion, the research carried out on the subject offers some options in which interventions are designed that seek to promote the emotional well-being of teachers to generate adequate work performance. Thus, those teachers who present higher levels of emotional well-being are more likely to be successful, be more committed to the work they do, and feel more capable of facing daily challenges. In other words, the way a teacher feels about their job has profound implications for both their success and that of their students.

Likewise, the analysis carried out showed that the emotions experienced by teachers are closely related to their professional objectives, which also significantly influence their emotional well-being in teaching performance. Hence, experiencing positive emotions in your work environment is essential for your identity and your teaching performance to be reinforced. Likewise, when a teacher does not have emotional health, conflicts are generated that affect their body and mind from a biopsychosocial perspective. A teacher's emotional discomfort is capable of being transmitted to students, who in turn can reflect it in poor performance and undesirable behaviors.

This review provides evidence on the importance of emotional well-being in the teaching profession, since it was shown that, together with emotions, it is linked both to teacher performance and to the results of the teaching-learning process of students in general. Future research should be oriented towards longitudinal studies that analyze the factors that affect teachers' emotional well-being over time. This would allow obtaining and providing educational agencies and institutions with valuable information on the challenges they face and the effectiveness of intervention strategies

that can be implemented.

Therefore, it is necessary to establish policies aimed at systematically addressing the emotional well-being of teaching professionals, considering that the work environment directly influences their performance. The purpose of implementing these programs is to prevent negative psychosocial consequences, such as professional burnout. It is recommended that emotional well-being strategies be applied at both the institutional and individual levels. It is also essential to establish initiatives and allocate institutional resources or specific programs to promote faculty well-being. These initiatives may include actions that foster collaboration and good treatment within the institutional environment, as well as the continuous provision of technical-pedagogical support to the teaching staff, to strengthen their biopsychosocial well-being.

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LDMR and NRCZ were responsible for study design and revising. FDA was responsible for data collection. AMCA drafted the manuscript and ESRH revised it. All authors read and approved the final manuscript.

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