



Teachers' Happiness and Workplace Productivity: A Bibliometric Review of Emerging Research Trends

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ABSTRACT

Background: The current study examines the dynamic and multifaceted trends in the research field concerning teachers' happiness leading to teaching effectiveness and productivity at the workplace through bibliometric analysis of research articles published in the span of 2000 to 2024, using the Scopus database.

Purpose: The present bibliometric research underlines the growing research interest and examination of the factors influencing teachers' wellbeing relating to their workplace productivity.

Methods: Through the filtration of the articles, it was found that there are only 50 relevant articles concerning the specific domain.

Results: The observations made from the bibliometric analysis led to the conclusion that there is a significant rise in publications, particularly after 2014, with countries like the UK, Canada, and Australia leading in scientific production as well as in citations. Some key terms have been used dominantly, like employee wellbeing, workplace happiness, work life balance, and leadership. The thematic map and keyword co-occurrence analysis highlight the major keywords used and the links among them, identifying the emerging areas as well as the areas with the least focus that have research potential with future prospects. Also, the analysis reveals the most relevant authors in this domain, like Glozier N and Deady M, who have contributed significantly to the field. The thematic map further strengthens these findings by identifying motor themes such as workplace and gender related factors as central to the field, while also highlighting emerging areas like employee wellbeing and occupational safety that require deeper exploration. This thematic structure clearly indicates both the maturity of core research areas and the evolving directions for future scholarly inquiry.

Conclusion: The study offers valuable insights necessary for continued research in the areas still unexplored, providing future research opportunities.



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1. Introduction

In today's dynamic environment, the expectations from teachers at workplaces are growing significantly (Li *et al.*, 2024). In addition to teaching course content, they are expected to be administrators, mentors, and mental and emotional support for the students (Seery *et al.*, 2021; Ben-Amram & Davidovitch, 2024). With the rising standards, the well-being of teachers has now become a serious concern, as teachers not only shape the academic future of the students but also are held responsible for the overall development of the students (Ortan *et al.*, 2021). As a matter of concern, nowadays

teachers are increasingly facing various psychological, mental, and physical issues such as anxiety, stress, health problems, depression, etc. (Ms. Portia *et al.*, 2024). Happiness and well-being of teachers are considered as two critical components for achieving workplace productivity.

The well-being of teachers is a critical area of study due to the significant impact on their professional performance and the overall quality of education. Teachers' well-being influences their motivation, teaching effectiveness, and job satisfaction, which in turn affects student outcomes and school environments

(Ortan *et al.*, 2021). In China, teachers face pressure because of rising academic standards and increasing focus on career success. They also face challenges like huge class strength, administrative tasks, and meeting the expectations of parents in particular and of society at large (Tian & Lu, 2017). Thus, it is essential to examine the factors that play a vital role in influencing the well-being of teachers, thereby shaping policies and practices enhancing the performance of teachers. This research is thus vital for fostering a sustainable and effective educational system that promotes both teacher and student success, ultimately benefiting the broader educational landscape (Kioupi & Voulvoulis, 2019). In the past decades, scholars have studied teachers' well-being from several angles like workload and stress, job satisfaction, professional development, and cultural and contextual factors. These angles provide a comprehensive view of factors influencing teachers' well-being (Wang *et al.*, 2024). Workplace happiness is a term that describes the experience of employees who are energized by and enthusiastic about their work, find meaning and purpose in their work, have good relationships at their workplace, and feel committed to their work. Overall or global workplace happiness refers to how employees evaluate their work life in general, and most studies rely on global reports of this kind (Kun & Gadanez, 2022). Many studies have shown that overall well-being and happiness at the workplace can be highly beneficial for organizations (Guerci *et al.*, 2022) and that happier individuals tend to have better physical and psychological health, live longer, and perform better.

2. Literature Survey

Several studies have underlined the importance of happiness of employees at the workplaces (Kun & Gadanez, 2022; Bellet *et al.*, 2024; Hafeez *et al.*, 2024). Teachers' effectiveness refers to a range of skills and expertise that enable mentors to aid students to achieve the desired results. Awofala (2012) relates teachers' happiness with the performance of individuals encompassing teachers' knowledge and attitudes. The role of teachers' effectiveness is seen as a driving force behind the success of institutions. Effective teachers not only help students meet their academic goals but also inculcate essential skills like brainstorming, problem solving skills, critical thinking, and develop learning abilities among the students.

Sultanova (2025) has found that the complex, subjective feeling we call happiness is actually deeply rooted in the measurable neurochemistry of the brain, specifically the "happiness hormones": dopamine, serotonin, oxytocin, and endorphins. Her research essentially shows that these four chemicals are not just random byproducts; they are the fundamental regulators of our entire inner life, controlling everything from emotional stability and motivation to how we handle stress and build relationships. She makes the crucial point that a healthy balance of these hormones is key to well-being, noting that when they are out of balance, it can directly lead to serious issues like depression, anxiety, or burnout. The good news is that by focusing on specific lifestyle changes and behavioral strategies, we can actually learn to enhance the natural release of these chemicals, giving a practical, biological roadmap to build greater mental stability and emotional resilience.

Acharya *et al.* (2025) have found that the secret to lasting happiness is not a complicated mystery, but the perfect balance between brain chemistry and ancient traditions. The paper shows that modern science's "happiness hormones" (dopamine, serotonin, oxytocin, and endorphins), which control motivation and mood, align with principles that the Ayurvedic system has been teaching for thousands of years through the balance of Doshas and Gunas. They argue that feeling well comes down to achieving a harmonious balance in the body, connecting mental clarity (Sattva) with serotonin, and linking drive and motivation (Rajas) with dopamine. The research highlights that by actively using methods like meditation, eating a balanced diet, and living mindfully, individuals can naturally encourage the release of these chemicals. Essentially, the paper suggests that mental health is a holistic pursuit achieved by integrating ancient wisdom with modern scientific understanding.

Darwesh *et al.* (2025) have found that the act of laughing is an effective tool for mental health, especially for college students. Their research aimed to examine whether a Laughter Yoga Program could improve well-being, and the findings confirmed that it significantly reduces stress levels while enhancing psychological happiness. The program involves intentional laughter exercises combined with deep breathing. The study demonstrates that the physical act of laughing can naturally trigger the release of positive chemicals in the

brain, offering a simple and effective way to manage academic pressure.

Majidi *et al.* (2025) have found that happiness and gratitude are powerful factors influencing students' mental well-being. Their study shows that these are not just positive emotions but direct contributors to overall well-being. Based on survey data, the research confirms that higher levels of happiness and gratitude are associated with greater subjective well-being. This indicates that cultivating positive emotions and appreciation can significantly help students manage stress and improve mental health.

Subekti *et al.* (2025) have found that leadership style plays a crucial role in enhancing employee commitment. Their research shows that a challenge-based leadership approach, where employees are given demanding yet achievable goals, has a strong positive impact on employee loyalty.

The challenging leadership style even made employees happier, and that happiness was one of the secret ingredients for better commitment, providing an indirect boost to their loyalty. They also confirmed that feeling and showing gratitude in the workplace is effective in making people happier. However, an interesting finding was that gratitude did not directly increase employee commitment on its own.

Duvar *et al.* (2025) have found that the happiness levels of older individuals in Türkiye during the strict COVID 19 pandemic period were strongly influenced by a combination of socio demographic and economic factors, rather than just the virus itself. Using the 2020 Life Satisfaction Survey data, their analysis indicated that factors like being a woman and being a homeowner significantly increased the likelihood of reporting high happiness. Importantly, higher levels of health satisfaction and hopefulness were major drivers of happiness, while those whose primary source of happiness was their entire family (rather than just children or parents) were also significantly happier. These results highlight the need for targeted policies, especially focused on strengthening health support and fostering hope and social connections, to protect the well-being of the elderly during public health crises.

Yang (2025) looked into what happiness really means to children and found that it goes far beyond toys, sweets, or quick fun. Drawing on research with children aged 3 to 10, the study shows that while children enjoy simple pleasures, they also have a

deeper sense of happiness. They seem to understand that the excitement of getting things fades quickly, that happiness does not always last, and that kindness and fairness bring a more genuine sense of joy than selfishness. Children notice this in others and also feel it themselves, and many find more joy in helping or sharing than in keeping things just for themselves, even if it costs them something. In the end, Yang makes it clear that for children, happiness is not only about feeling good in the moment but also about being good, a lesson that carries important meaning for parents and teachers alike.

The study by Sanjay *et al.* (2025) makes it clear that teachers give their best only when they feel valued, supported, and recognized. Their research with 70 teachers from a private school in Tirupattur shows that happiness in teaching is shaped by fair pay, growth opportunities, a healthy work environment, and genuine appreciation. However, many teachers expressed dissatisfaction due to low salaries and limited career advancement, which impacted their motivation and well-being. Interestingly, female teachers reported feeling more appreciated and satisfied than male teachers, although challenges related to pay and growth were common to all. The study highlights that when schools foster open communication, supportive leadership, and recognition of teachers' efforts, it not only reduces turnover but also boosts teacher commitment, leading to better student outcomes and a thriving school environment overall.

Zhang *et al.* (2025) explored how the well-being of students and teachers in Chinese secondary schools is connected, focusing specifically on school related happiness. Using a large, carefully selected sample of students and their homeroom teachers, they found that students in the same class often shared similar levels of school happiness, including enjoyment of learning, academic confidence, a sense of purpose, and a feeling of connection to their school, which shows how much peers and teachers influence each other. At the class level, teachers who were happier in their school roles and had more teaching experience tended to have students with higher overall well-being. At the individual level, students' own confidence and life satisfaction were strong predictors of their happiness at school. Overall, the study highlights the importance of examining well-being from multiple perspectives and suggests that supporting both teachers and students

simultaneously can improve school life, while also pointing to the need for culturally sensitive tools and long-term studies to better understand these relationships.

Boldbaatar (2025) found a strong relationship between teacher happiness, effectiveness, and well-being and student achievement, as well as the sustainability of education. When teachers feel emotionally fulfilled, supported, and valued, they bring passion and energy to their classrooms, which enhances student engagement and learning. However, teachers and students experience stress, burnout, and a lack of resources, which often leads to lower quality instruction and turnover. Supportive leadership and healthier school environments are as crucial to teachers' happiness as personal attributes like self-efficacy and emotional intelligence, according to Boldbaatar. She concludes that it is a collective responsibility to invest in the well-being of educators because contented educators create motivated, positive students and a more resilient and sustainable educational system.

Additionally, research has shown that the quality of teachers has a significant impact on students' progress, leading to overall growth and personality development of the students (Calaguas, 2017). Zelenski *et al.* (2008) found that the happier an individual is, the more productive he is (Gupta *et al.*, 2022). This would increase student participation and improve outcomes. GNH, which stands for Gross National Happiness, provides a comprehensive view of happiness and well-being in higher education institutions, fostering personal growth and overall development. Moreover, GNH refers to well-being beyond GDP and considers factors like health, education, etc. (Kumar, 2022). According to Kumar *et al.* (2022), teachers' productivity improves through happiness across education sectors, where happiness among employees leads to better performance and a result-oriented approach in workplaces. However, there still remains a gap in examining how happiness influences workplace productivity, especially in higher education institutions.

Therefore, the current study aims to bridge the above-mentioned gap in the existing literature by exploring the relationship between happiness and productivity in workplaces among teachers. The study seeks to address certain key research questions and contribute significantly to the existing body of

knowledge. The study seeks to address the following research questions:

RQ1: What is the trajectory of scholarly works dissemination pertaining to workplace productivity and happiness of teachers over the years?

RQ2: What are the relevant countries, publications, and authors prevailing in the existing field?

RQ3: What are the prominent keywords used in light of the present trends in publication that may pave the way for future research?

3. Research Methodology

3.1. Bibliometric Analysis

The bibliometric approach is now being extensively used by academics in the field of management to conduct analyses on various aspects such as countries, authors, publications, and sources (Wu *et al.*, 2021). The evaluation pertains to the extant scholarly literature, using bibliographic data such as citation and publication counts, thematic analysis, trends, and co authorship (Arora *et al.*, 2023). Therefore, the research aims to accomplish its objectives by employing bibliometric analysis. In order to obtain meaningful information for bibliometrics, choosing the best search engine is very important. Thus, Scopus is considered to be the most widely accepted database for obtaining global academic scholarly information. In the current investigation, the period from 2000 to 2024 was considered. In addition to creating maps, the VOS Viewer and Biblioshiny software are used to determine and visualize maps. The results are presented in the analysis section in the form of graphs, tables, and maps. Therefore, the research aims to accomplish its objectives by employing bibliometric analysis.

3.2. Search Protocol

Several existing studies based on bibliometric analysis have incorporated the Scopus database for conducting a fruitful study (Lin & Yu, 2024). For this study, a systematic query was run under Scopus that provided a collection of articles relating to teachers' happiness and productivity at the workplace (Farrukh *et al.*, 2022). The keywords used were teachers' happiness, teachers' wellbeing, teachers' effectiveness, and teachers' workplace productivity within the title, abstract, and keyword search field. The query search under Scopus

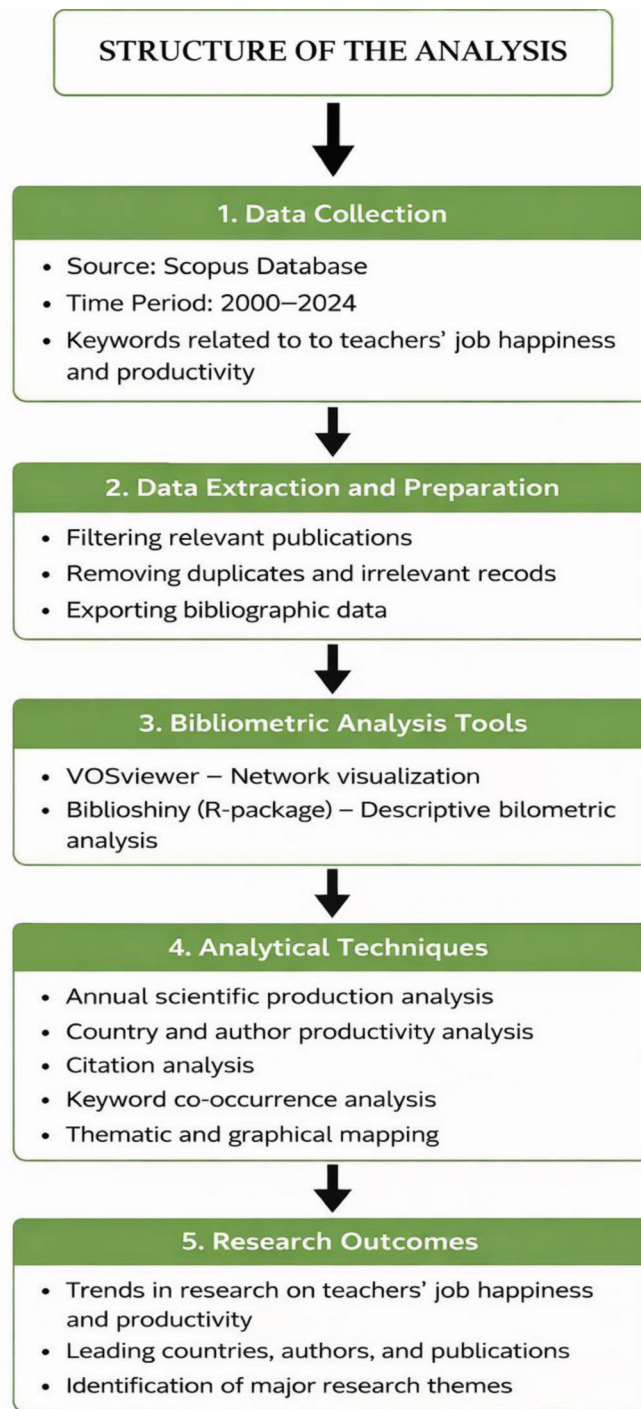


Figure 1: Research Strategy at a Glance

Source: Authors' Compilation

yielded 57 articles published from 2000 to 2024, and following the filtration process (Figure 2), the final result yielded 50 articles for the bibliometric analysis.

3.3. Software

To analyze bibliographic data, VOSviewer and Biblioshiny software were used. These software aid in effectively visualizing the data through clusters

and networks based on keywords, co authorship, bibliographic coupling, and co-occurrence (Arora *et al.*, 2023; Mahajan & Majumdar, 2023).

Moreover, these software make use of visual aids like maps, graphs, and linkage maps that facilitate interpretation.

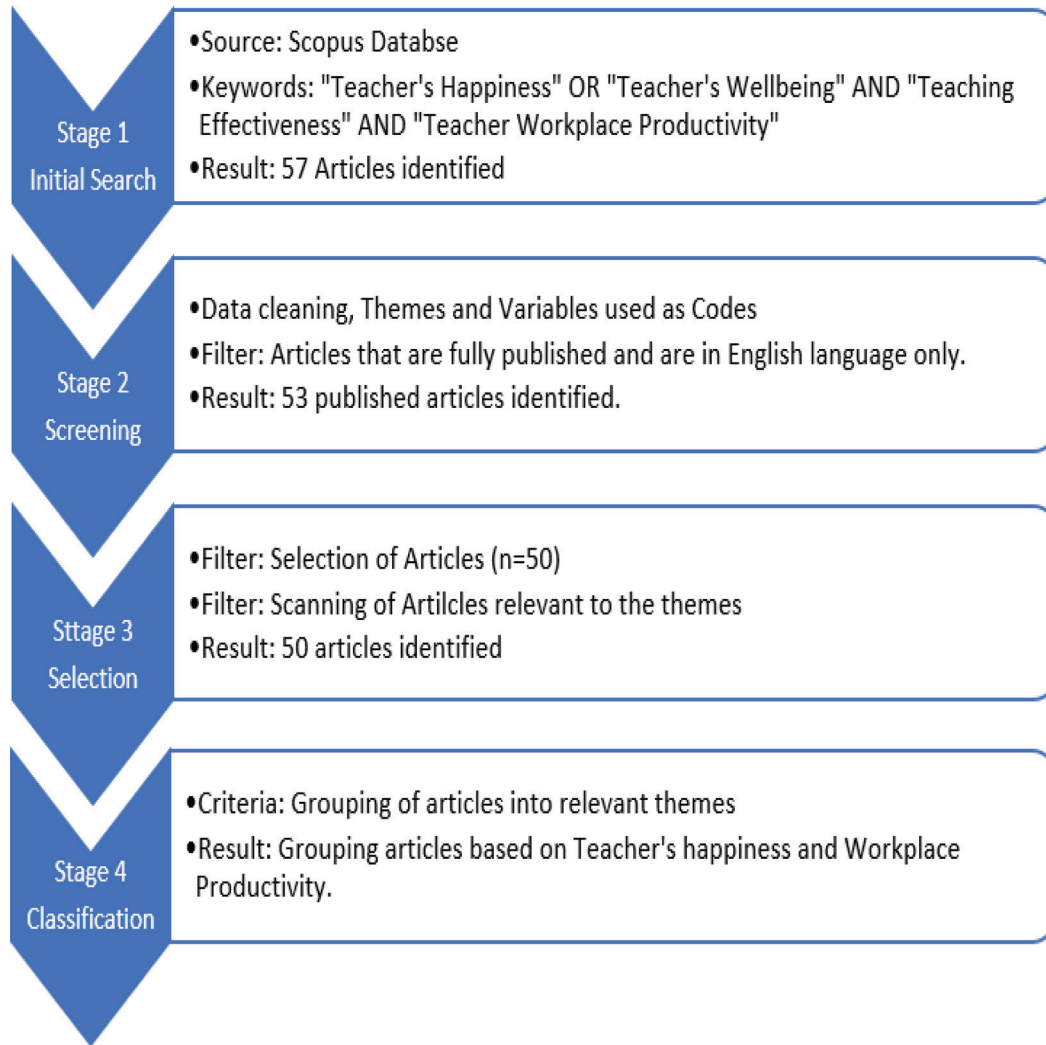


Figure 2: Database Filtration Process

Source: Authors' Compilation

4. Data Analysis

Figure 3 represents the complete layout of the study. It represents the structure of the study to conduct a bibliometric analysis to examine the association between teachers' happiness and workplace productivity. The data used for the analysis was obtained from the Scopus database.

Figure 3 provides the comprehensive layout of the bibliometric analysis, highlighting the techniques adopted throughout the study.

4.1. Annual Scientific Production

The graph in Figure 4 depicts the annual scientific production. It shows the number of articles published from 2000 to 2024. During this time span, as shown in the graphical representation in Figure 4, there was very little research conducted from 2002 to 2012. Around 2014, there was a visible rise in the number of publications, as evident from Figure 4. This rising trend gained pace from 2017 onwards. By 2024, article publication reached a peak of 12

articles, highlighting the growing interest in the research domain focusing on teachers' happiness and

workplace productivity. This indicates a rising focus on this field.

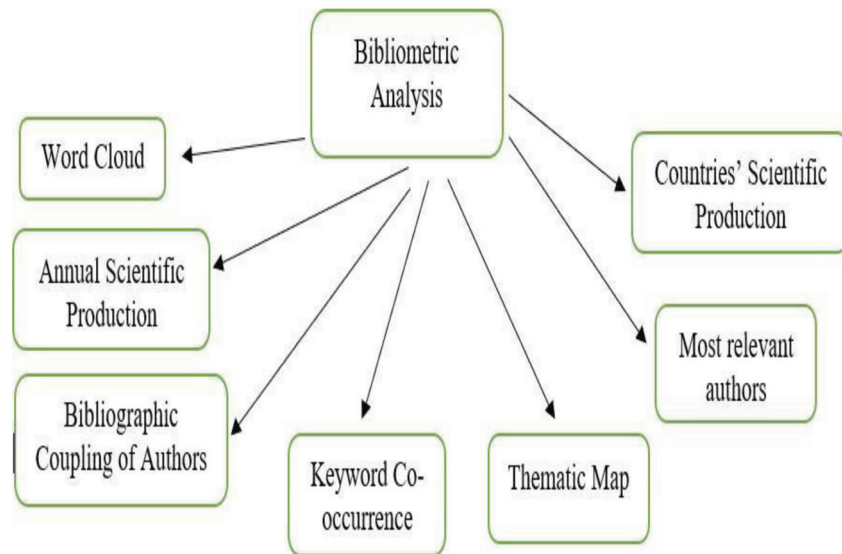


Figure 3: Layout of the Study

Source: Authors' Compilation

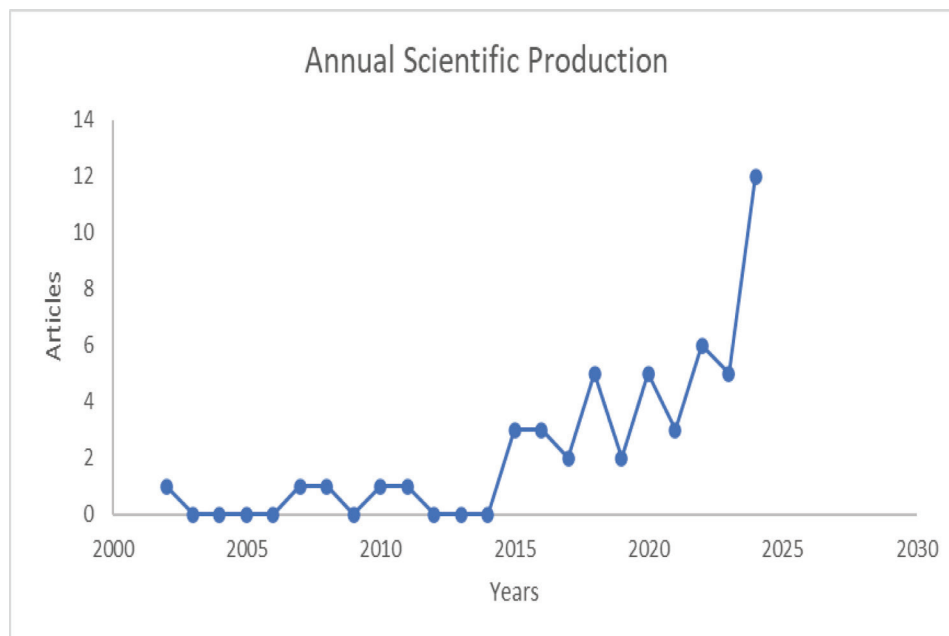


Figure 4: Growth in Annual Scientific Publications

Source: Authors' Compilation

4.2. Keyword Co-Occurrence Analysis

Keyword co-occurrence analysis is a bibliometric analysis used to investigate the relationship and thematic structure of a given field of literature through analyzing

the frequency of occurrence of specific keywords in the same articles. In this specific analysis, the keyword co-occurrence network was used as a bibliometric analysis tool through the use of VOSviewer and other related

such as *human*, *workplace*, and *female*. These themes are more prominent in the present study, indicating that gender perspectives and workplace-related issues are central to research on teachers' happiness. Recent studies especially focus on how workplace environment, leadership support, and gender-related challenges influence teachers' wellbeing and their effectiveness.

The second one is the Niche Theme. It includes specialized topics like *organizational culture*, *work-life balance*, and *stress management*. These areas are well explored but are slightly less connected to the broader research network. Many recent studies discuss burnout, resilience, and work-life balance, but further

linkage with measurable productivity outcomes is still required.

The third one is Basic Theme, which represents foundational concepts that are important but not deeply developed. These themes provide the base for understanding psychological and workplace constructs related to teacher wellbeing.

The fourth one is the Emerging or Declining Theme. This includes topics such as *employee wellbeing* and *occupational safety*, which are currently gaining attention, especially due to the growing focus on mental health and sustainable work environments in education. These areas offer strong potential for future research.

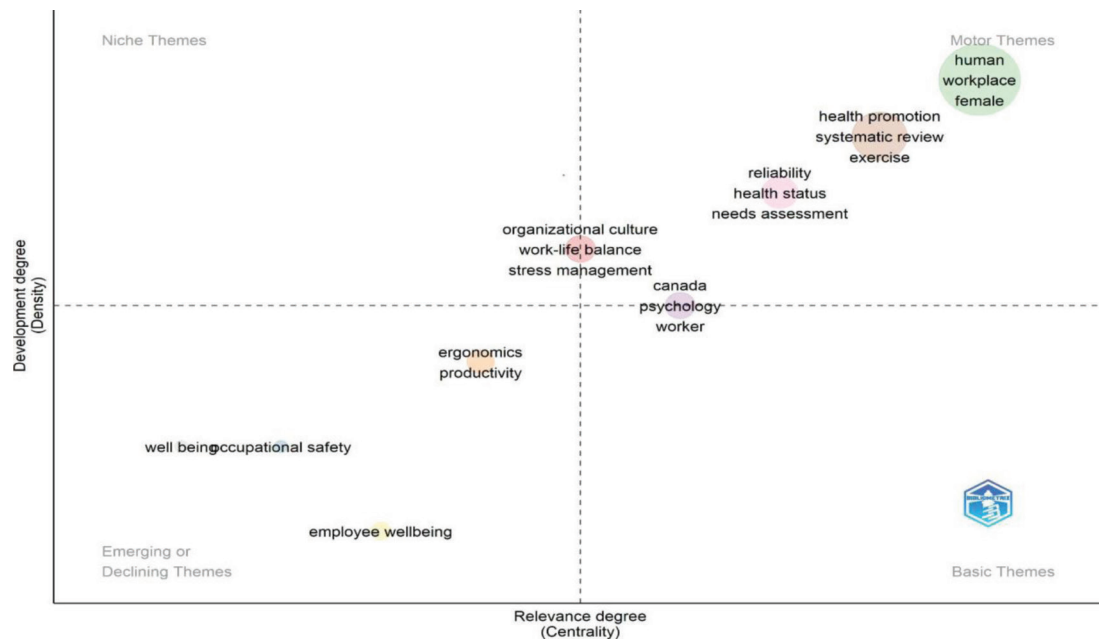


Figure 6: Thematic Map

4.4. Most Relevant Authors

Figure 7 represents the authors who have made substantial contributions to the area of teaching effectiveness and happiness at the workplace. Glozier N, as interpreted from the graph, is the most relevant author with three articles in the area of interest, indicating significant influence. Authors like Deady M, Gayed A, Harvey SB, and others are also prominent in this field, each contributing two articles. Also, there are authors like Al Haj MM, Alberts HEM, and Allen JA who contributed one publication each. The bibliometric analysis of the most relevant authors in this field is therefore used

to identify the influential researchers in the field of teachers' well-being and workplace productivity. Figure 8: Most Relevant Authors

4.5. Countries' Scientific Production

Figure 8 indicates the number of scientific publications across different countries. Belgium appears to have a significant number of articles, with a frequency of forty. Countries including China, Germany, and India have moderate levels of scientific production as compared to Belgium. Countries like Finland, Israel, and New Zealand have relatively fewer articles as compared to others. Turkey

also stands out, while countries like Albania, Kosovo, and Romania have lower frequencies of published articles. Thus, the graph indicates the frequencies of scientific

contributions across countries, with some countries leading and others having modest frequencies of scientific output.

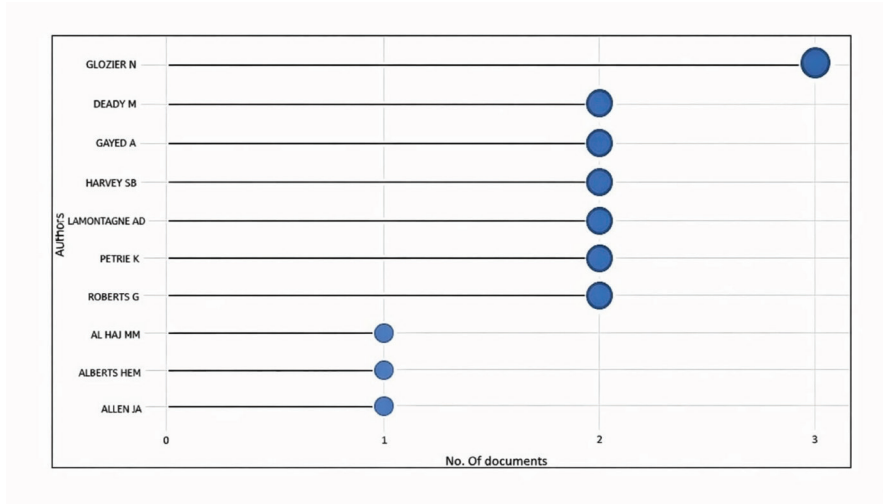


Figure 7: Most Relevant Authors
Source:0 Authors' Compilation

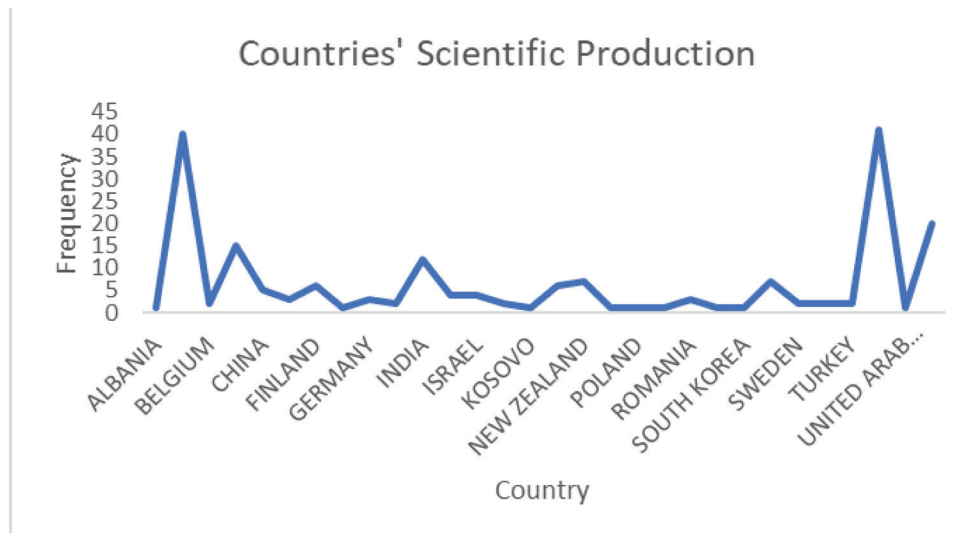


Figure 8: Countries' Scientific Production
Source: Authors' Compilation

4.6. Countries' Production over Time

Figure 9 demonstrates the countries' production from 2000 to 2024. From the graph, it is quite evident that the UK has experienced growth after around 2011, with over 40 articles being published by 2024. The USA also experiences an upward trend during this span. Scientific production in Australia has shown a gradual increase over time. Spain and the Netherlands also

exhibit slower, though increasing, trends. As compared to other countries, India, China, and New Zealand show a slower rate of increase in articles in the field of teachers' effectiveness and happiness at the workplace, with Finland and Canada having a low rate of article production. In nutshell, the USA and the UK have taken the lead, while Australia, Spain, and the Netherlands show a slower rate of article production from 2002 to 2024.

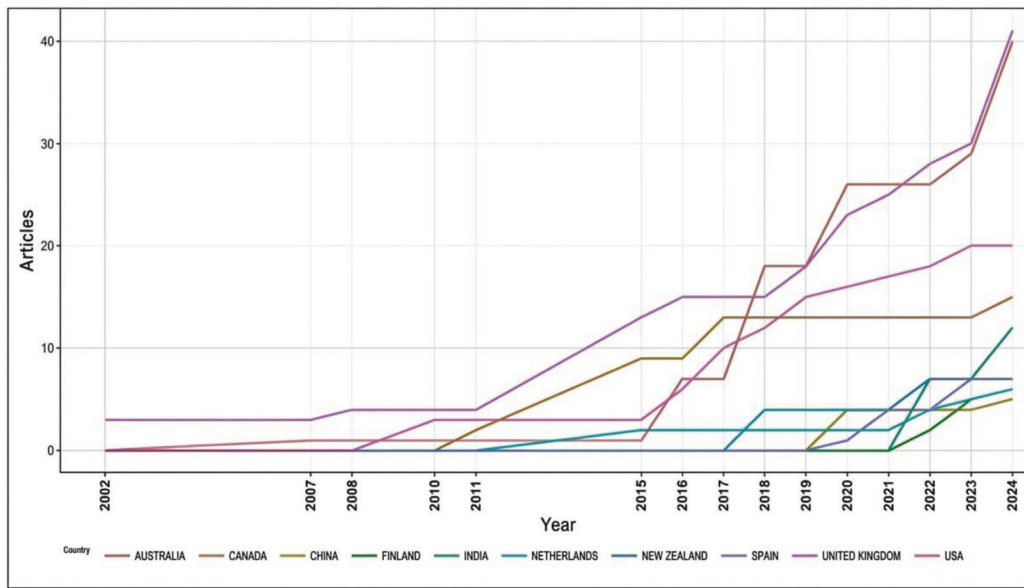


Figure 9: Countries' Production over Time
Source: Authors' Compilation

4.7. Most Cited Countries

Figure 10 represents the countries that are heavily cited in the field of happiness and productivity of teachers at their workplaces. As depicted in the bibliometric chart, the UK has the highest number of citations, with 405, indicating the country's influence in the area. Canada and Australia follow with a significant number of citations. Despite its economic size, the USA has a relatively lower

number of citations than the UK, Canada, and Australia. Other countries like Spain, China, Greece, Sweden, Israel, and Finland have fewer citations in the area under study. The graph therefore indicates that countries with relatively higher citations may have strong research institutions and skilled researchers, and the differences in the number of citations may be a result of priorities in research areas of interest.

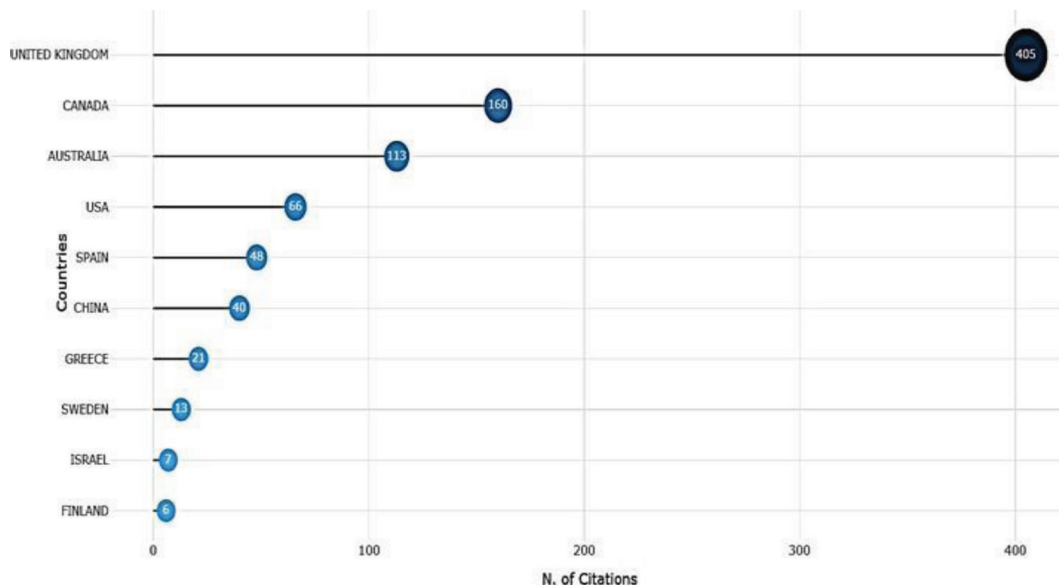


Figure 10: Most Cited Countries
Source: Authors' Compilation

study identifies important keywords such as employee wellbeing, workplace happiness, work-life balance and leadership, which appear frequently in literature and represent the core areas of discussion among scholars. Authors such as Glozier N and Deady M have also emerged as notable contributors in the development of this field.

The bibliometric mapping further helps in identifying both well-developed themes and emerging areas within the research domain. While themes related to workplace wellbeing and productivity appear to be well established, other areas such as occupational health, supportive work environments and gender-related perspectives are gradually gaining attention. These findings indicate that the research field is still evolving and there remains considerable scope for further exploration.

Overall, the study provides a systematic overview of the existing literature on teachers' happiness and workplace productivity. By identifying key trends, influential contributors and emerging themes, the research offers useful insights for future scholars who wish to explore this area in greater depth. The findings also highlight the importance of focusing on teachers' well-being in educational institutions, as happier and more satisfied teachers are likely to contribute more effectively towards productivity and the overall development of the education system.

6. Limitations of the Study

This study is limited by the relatively small sample size of 50 research articles, which may not comprehensively represent the entire body of literature on teachers' happiness and workplace productivity. The selected time frame (2000–2024) may also have omitted earlier foundational contributions to the field. Therefore, the findings should be interpreted within the scope and boundaries of the selected dataset.

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Authorship Contribution

Manav Bansal: Material preparation, data collection, analysis, and drafting of the manuscript.

Dhiresk Kulshrestha: Review and supervision of the manuscript.

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Ethical Approval

The authors declare that no ethical approvals were required for the study.

Conflict of Interest

The authors declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

Declarations

The authors declare that this work is original, has not been published or submitted elsewhere, and adheres to ethical research standards. There are no specific declarations to be made regarding this article.

Data Availability Statement

Authors declare that the data supporting the conclusions of this study can be obtained upon request from the corresponding author, MB. The data is not publicly accessible as it contains information that may compromise the privacy of research participants.

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