



# Psychological Flexibility-Based Interventions for Teacher Well-Being: A Systematic Review

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## INTRODUCTION

- Poor mental well-being among teachers is a well-documented concern, leading to the development of interventions to support educators’ stress management and well-being.
- Acceptance and Commitment Therapy (ACT), a leading psychological flexibility-based approach, has shown promising outcomes such as improved mental well-being and reduced stress and burnout among workers. However, reviews on teacher well-being interventions grounded in ACT or other approaches utilizing psychological flexibility remain limited.
- This review provides the first comprehensive synthesis of how psychological flexibility-based interventions have been implemented and evaluated for teacher well-being.

## AIM OF THE STUDY

To systematically and narratively review interventions incorporating psychological flexibility for teachers, highlighting their outcomes and implementation strengths and challenges.

## RESEARCH QUESTIONS

1. What kinds of well-being interventions for teachers have been done that incorporate psychological flexibility processes?
2. What kind of outcomes do these interventions have on teachers’ well-being, mental health and/or stress?
3. What challenges or barriers have been reported in the implementation of these interventions?

## METHODS

- A systematic literature search following PRISMA guidelines conducted in May 2024 using Web of Science, psycINFO, Scopus, BASE and ProQuest.
- Inclusion criteria: at least 50% teacher participants, peer-reviewed empirical studies in English, primary outcomes on well-being, stress, or mental health, intervention addressed at least two core psychological flexibility processes.

## DESCRIPTIVE RESULTS

- 35 studies (9 ACT and 26 MBI programs) across 11 countries.
- Sample sizes ranged from 4 to 662. Total N=2,509 of which 80% were teachers.
- Pre- and in-service teachers from early childhood education to university level; 83% female, 79% White, aged 20-60 (M=41.9, SD=4.4).
- Intervention delivery formats: guided (n=31), self-paced (n=3), blended (n=1).
- Duration: 1,5 hours to full-day sessions, from 2 sessions to 16 weeks.
- Study designs: quantitative (n=20), qualitative (n=4), mixed methods (n=11); 17 RCT’s, 6 included physiological data.

## FINDINGS AND DISCUSSION

- Integrating psychological flexibility-based programs, particularly ACT and MBIs, into teachers’ routines can benefit teachers and school environments.
- Self-reports showed improved well-being and reduced stress, often linked to greater mindfulness, self-compassion, and adaptive coping, while physiological outcomes were more variable.
- Future research should examine long-term effects, implementation strategies aligned with teachers’ professional demands, and individual differences that may influence intervention effectiveness.

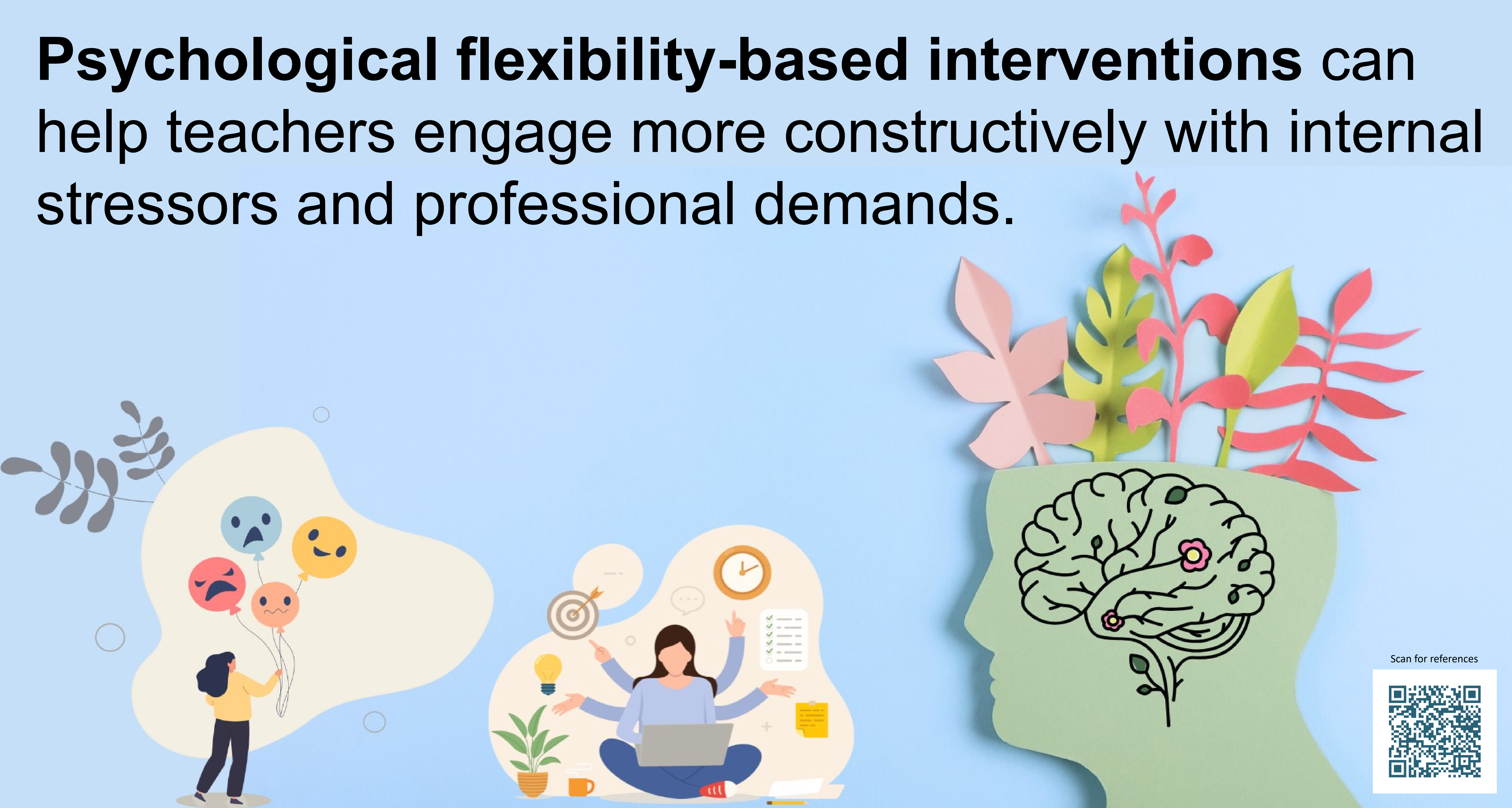


Figure 1. Prisma flow diagram

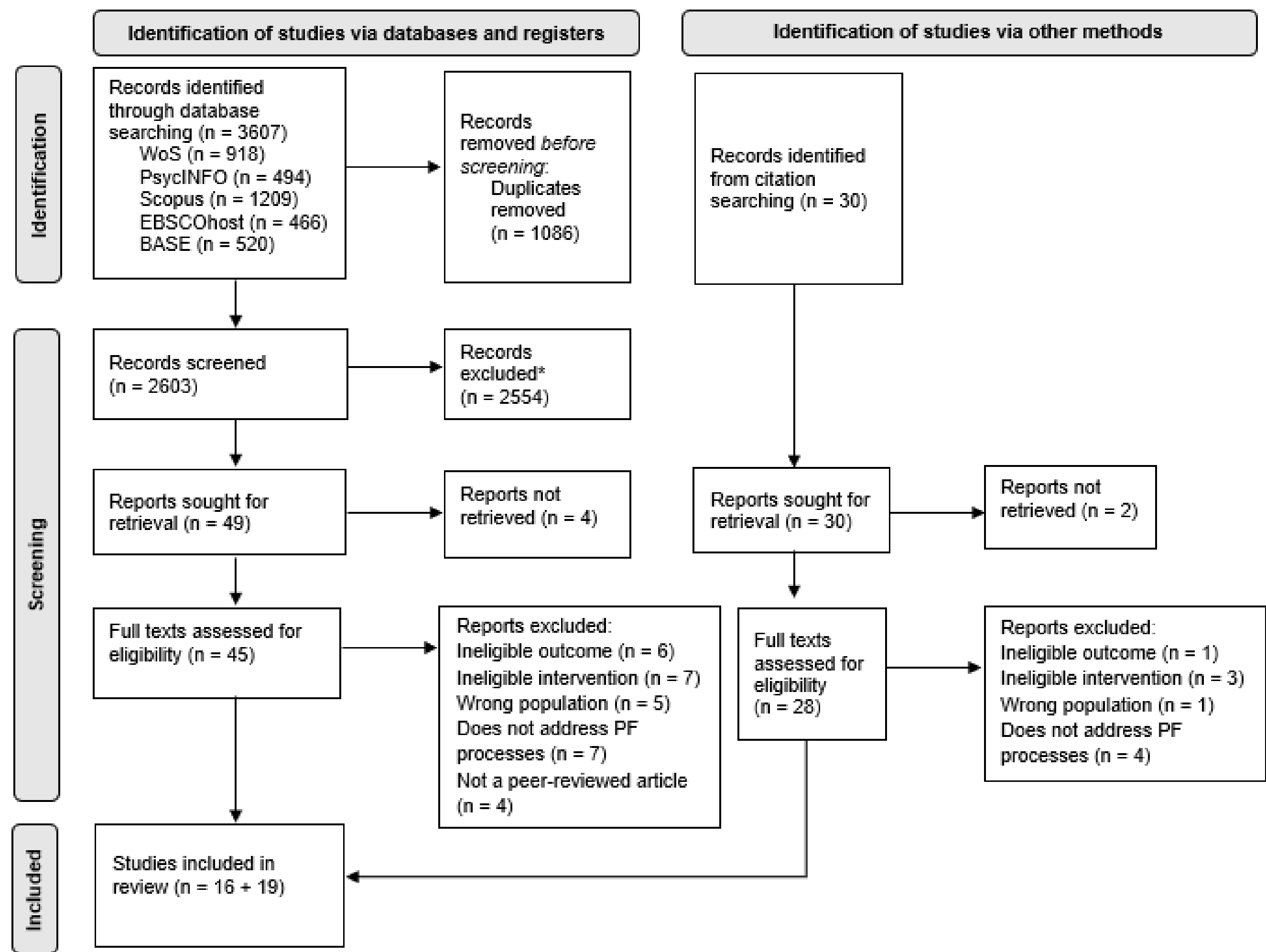


Figure 2. Psychological flexibility – 6 processes

