



Navigating Change: A Systematic Review on the Threats and Strengths Shaping Academic Vitality among University Teachers

Saira Maqsood ^{1*}, Syeda Salma Hasan ²

¹ P.hD Scholar, Department of Psychology, Government College University (GCU),
Lahore, Email: syramaqsood33@gmail.com

² Professor, Department of Psychology, Government College University (GCU), Lahore
Email: dr.salmahassan@gcu.edu.pk

ARTICLE INFO

Keywords:

Academic vitality, optimal functioning, emotional strain, Growth mindset, Systematic review, University teachers

Corresponding Author:

Saira Maqsood

Email:

syramaqsood33@gmail.com

ABSTRACT

Teachers are the cornerstone of any nation, entrusted with shaping the minds and future of the students. Their academic vitality characterized by sustained energy, enthusiasm, psychological well-being, and a sense of optimal functioning is essential for creating positive and effective academic environments. When teachers exhibit strong academic vitality, they enhance their own professional growth while inspiring and motivating students, ultimately contributing to societal progress. Many recent studies demonstrate the significant influence of psychological factors on teachers' motivation, there remains a noticeable lack of updated reviews that systematically examine the threats and strengths shaping academic vitality among university teachers. Addressing this gap, the present systematic review explores the key risk factors that diminish teachers' vitality as well as the protective factors that help sustain it. As part of a PhD research project, international and indigenous studies published between 2010 to 2025 were analyzed to identify major challenges affecting university teachers' learning, motivation, and engagement within academic settings. Databases including Google Scholar, Research Gate, Science Direct, Scopus, and PubMed were searched by following PRISMA guidelines, resulting in twenty studies that met the inclusion criteria. The systematic review of the studies suggests some critical risk factors such as high job demands, emotional strain, organizational cynicism, and authoritarian leadership as well as key protective factors, including growth mindset, psychological capital, supportive leadership, collegial relationships, and conducive organizational climates influence teachers vitality at workplace. Based on the evidence, the review recommends prioritizing initiatives that support the well-being and academic vitality of university teachers, enabling them to perform more effectively and positively contribute to students' mental health and academic success.

INTRODUCTION

Vitality is a subjective state of energy and enthusiasm, where individuals perceive themselves as fully functioning and are ready to commit their abilities towards work in a positive and enabling environment (Elsen, 2024). Academic vitality is a dynamic energy and vibrancy within an academic community, encompassing factors such as intellectual engagement, research productivity, teaching excellence, and overall scholarly impact (Malik, MacIntosh, & McMaster, 2015). It refers to the positive, constructive and adaptive response to a variety of challenges and obstacles that are experienced in the ongoing field of study (Sözbilir, 2020). It entails a thriving academic community where faculty, students, and staff are deeply committed to the pursuit of knowledge, actively engaging in research endeavors, innovative teaching practices, and interdisciplinary collaborations, thereby fostering an environment conducive to scholarly growth, innovation, and impact (Kavgacı, 2023). Despite growing recognition of the importance of teachers' well-being, the literature lacks a consolidated understanding of the strengths that enhance academic vitality and the threats that undermine it (Tang ,Cai, & Zhang, 2021). However, the systematic review reflected from 2010 to 2025 underscores that academic vitality is influenced by multiple psychological, social, and organizational factors. These include personal beliefs (e.g., growth or fixed mindset), leadership styles, job demands, resources, social relationships, institutional culture, and emotional states. Collectively, these studies reveal that vitality is not a fixed personal trait; rather, it is shaped continuously by contextual forces that can either strengthen or erode teachers' motivation, engagement, and overall functioning (Cavner, 2010).

Threats to Academic Vitality

In a recent qualitative research it was explored how primary school teachers cope with rules to maintain their vitality, which is crucial for their role in shaping future generations. In this study teachers were categorized into four groups based on their experience with rules and vitality levels: resilient, affects, untroubled, and decoupled. The findings suggest that resilient teachers use diverse coping strategies to sustain their vitality. Raising awareness of these strategies, such as through coping training, could help other teachers maintain their vitality(Elsen, 2024).

In a previous study it was revealed that time pressure negatively correlates with subjective vitality, while relatedness with teachers has a positive association (Tadić, Bakker, & Oerlemans, 2014). Additionally, both disruptive behavior and time pressure positively relate to turnover intentions, whereas relatedness with students and subjective vitality are negatively associated with these intentions(Collie, 2023). Kamp et al, (2023) conducted study which based on the building of proactive motivation theory, it explores how employees enhance their creativity daily through proactive vitality management (PVM). Two daily diary studies in the U.S. and Germany revealed that PVM positively impacts creativity via mindfulness, suggesting that proactive behavior plays a key role in fostering daily creativity.

Recent study conducted by Lee et al (2023) investigated that growth mindset predicts teachers' life satisfaction when they are challenged to innovate their teaching whereas fixed mind set create hurdles for teachers to bring positive innovation in their teaching practices. One of the study conducted by Cevik & Cevik (2023) investigated the relationship between school administrators' paternalistic leadership behaviors and teachers' work alienation levels, using data from 205 teachers in Anatolian high schools in Siirt. Results showed a negative moderate significant relationship between paternalistic leadership and work alienation, with benevolent and moral leadership reducing alienation, while authoritarian leadership increased powerlessness.

Strengths Supports to Academic Vitality

In recent study it was established that emotional state strongly predicted psychological fortitude. When connected to teachers' academic vitality, this highlights that emotional stability and psychological fortitude function as core strengths that enable teachers to sustain energy, engagement, and motivation in challenging environments (Giray & Deguma, 2025). Nalipay et al, (2021) study indicated that a growth teaching mindset positively predicted autonomous motivation, which in turn, predicted higher work engagement. Results held despite controlling for teachers' mindset about intelligence and demographic covariates. This research revealed the importance of growth teaching mindset in promoting teachers' motivation and engagement. Tabassum, Rana, & Gull, (2024) conducted research on the Effect of prospective teachers' growth mindset on their self-efficacy, psychological well-being and academic achievement. The analysis revealed that growth mindset strongly related to teachers self efficacy, well being and achievement which further influence their learning and vitality positively.

Shi and Zheng (2020) explored the relationship between paternalistic Leadership, teacher commitment, and job Satisfaction and finding reveled that teachers showed more commitment and satisfaction towards their teaching related task when they received better resources and benevolent leadership in contrast authoritarian leadership is negatively related to job satisfaction and commitment. Kamp et al, in 2023 conducted research which indicated that Creating a creative state of mind will helpful to promoting creativity through proactive vitality management and mindfulness so then it provide peaceful ways to teachers in order to make them vial in teaching and research. A recent study by Zhang and Jing (2025) found that teachers' own growth mindset, supportive school climate, and positive parental autonomy support strengthen the link between students growth mindset and academic achievement. Giray, & Deguma, in 2025 concluded in empirical study that emotional state and psychological fortitude of teachers is important in the education of students came from disrupted family background in a state university.

Research Question

1. What are the key threats and strengths influencing academic vitality among university teachers reported in empirical studies?

Method

A systematic review was carried out in accordance with the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines to examine the key threats and supporting strengths that influence academic vitality among university teachers. The purpose of the review was to gather, assess, and integrate existing research to identify the factors that undermine teachers' vitality, as well as the protective elements that help them overcome reduced academic vitality. This synthesis provides insights for creating a more supportive, productive, and enriching academic environment.

Data Sources and Data Search Strategies

A comprehensive electronic search was carried out in PubMed, Scopus, Science direct, ReserachGate, and Google scholar databases for international and indigenous articles on vitality of teachers published between 2010 and 2025. The search strategy [see Box 1] used subject headings and keywords with no language restriction. In case of discrepancy, authors discussed the same with the second and third authors for consensus in search results. If more than one publication on the same topic was published, the article with the most up-to-date data was chosen for the current study. To find relevant primary literature for the review, the author looked through the bibliographies of included articles.

Box 1: Search keywords used for identification of articles for the review on threats and strengths of academic vitality among university teachers from 2010-2025

Academic vitality “OR” Teachers Vitality “OR” subjective vitality “OR” vitality at work
Growth mindset “OR” Mindset
Risk factors “OR” Threats “OR” Teacher Vital Signs
Protective Factors “OR” Strengths “OR” Teacher Trust
Fortitude “OR” Resilience “OR” coping with Rules

Study Selection and Data Extraction

The international and indigenous studies were finalized for the review after being carefully screened based on the study’s inclusion and exclusion criteria. Out of the initial 45 articles identified, 25 were excluded because they consisted of dissertations or theses listed on the HEC portal, unpublished work, or studies without full-text availability. Research articles such as systematic reviews, opinion pieces, editorials, letters to the editor, and news articles were also excluded to ensure scientific rigor and credibility. Furthermore, studies unrelated to shaping academic vitality among university teachers such as research outside the scope of academic vitality or those focusing on unrelated constructs were removed.

The remaining 20 articles met the inclusion criteria and were examined in detail. These included studies published in English, original empirical research conducted between 2010 and 2025, and research specifically investigating factors contributing to or hindering academic vitality among university teachers. Studies exploring risk and protective factors (e.g., growth mindset, fortitude, paternalistic leadership, job demands, organizational cynicism), as well as those addressing teachers’ experiences and motivational processes, were included. Both qualitative and quantitative studies were considered in the final review.

Data Extraction and Synthesis

Data from the selected studies were organized into a review matrix using a customized data extraction form. In alignment with the research objectives, the components of this form were finalized after consultation with experts and reviewers. The extracted study characteristics included the authors’ names, year of publication, type of research, research design, data collection methods, and key findings related to the threats and strengths influencing academic vitality among university teachers. All extracted information was cross-checked to ensure accuracy and consistency. In addition, a content analysis of the included studies was carried out to gain a deeper understanding of the methodological approaches used to explore factors shaping academic vitality.

Risk of Bias Assessment in Included Studies

The articles that were initially screened and found relevant were assessed for their methodological quality of the articles by using the Joanna Briggs Institute critical appraisal tools (JBI; Briggs, 2020) with the specific checklist applied according to study design of the respective articles (i.e., for qualitative, cross-sectional, mixed-methods). Each article was given a “Yes” or “No” rating based on the quality of the evidence and the availability of information includes clarity of aims, methodological rigor, adequacy of sample, validity of measures, appropriateness of analysis, cultural relevance, and ethical standards. Those studies which failed to meet minimum quality thresholds were excluded, while those of sufficient quality were retained for synthesis.

After the articles that were appraised for their quality and retained were then again validated by two reviewer independently, who documented their appraisals and justifications systematically.

Those independent assessments were then compared and the found discrepancies were discussed and resolved through consensus meetings under supervision of principle researcher of the study. Articles were then included or excluded on basis of JBI appraisals with systematic documentation.

Results

The systematic review reveled several threats and strengths which play significant role in shaping academic vitality of university teachers. Total 45 articles were initially taken out of which 20 articles were selected on the basis of inclusion criteria and then analyze by using content analysis.

Figure 1:PRISMA Flow Diagram for Paper Selection Process Used in the Current Review

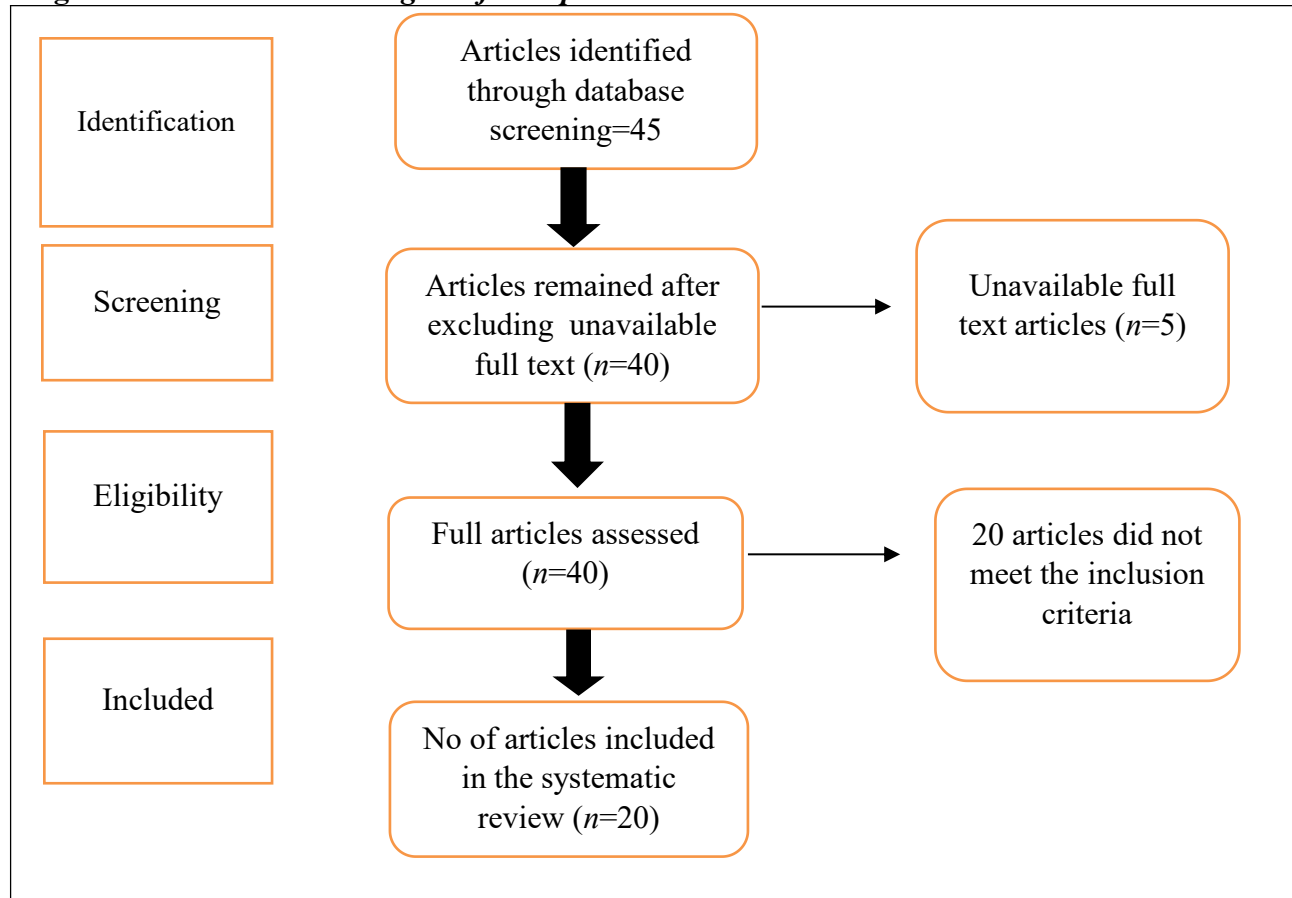


Table 1: Quality assessment of included Studies (2010-2025) (n=45) (JBI, 2020)

S r. N o	Author's Name with Year	Study object ives	Methodol ogical Rigor	Sampling Appropria teness	Data collec tion tools	Data anal ysis	Cultu ral Relev ance	Ethical consider ation	Decisi on (inclu ded / exclu ded)
1	Tabassum,	Y	Y	Y	Y	Y	Y	Y	Includ

	Rana & Gull, 2024								ed
2	Combette et al, 2023	Y	Y	Y	Y	Y	Y	Y	Includ ed
3	Nalipay et al, 2021	Y	Y	Y	Y	Y	Y	Y	Includ ed
4	Zeng et al, 2019	Y	Y	Y	Y	Y	Y	Y	Includ ed
5	Rebecca J. Collie, 2023	Y	Y	Y	Y	Y	Y	Y	Includ ed
6	Josine van den Elsen, 2024	Y	Y	Y	Y	Y	Y	Y	Includ ed
7	FikretSÖZ BİLİR, 2020	Y	Y	Y	Y	Y	Y	Y	Includ ed
8	SonerPOL AT, 2013	Y	Y	Y	Y	Y	Y	Y	Includ ed
9	Rayan et al,2018	Y	Y	Y	Y	Y	Y	Y	Includ ed
10	Runjia Tang, Yonghong Cai & HeyuZhang, 2021	Y	Y	Y	Y	Y	Y	Y	Includ ed
11	Tadic et al,2014	Y	Y	Y	Y	Y	Y	Y	Includ ed
12	Malik et al, 2015	Y	Y	Y	Y	Y	Y	Y	Includ ed
13	Xiao Shi, Zeyuan Yu & Xin Zheng, 2020	Y	Y	Y	Y	Y	Y	Y	Includ ed

14	Sania Zahra Malik & Robert Macintosh, 2015	Y	Y	Y	Y	Y	Y	Y	Included
15	Lee et al, 2023	Y	Y	Y	Y	Y	Y	Y	Included
16	Hasan Kavgacı, 2023	Y	Y	Y	Y	Y	Y	Y	Included
17	Mehmet Nezircevik & Mehmet Sabircevik, 2023	Y	Y	Y	Y	Y	Y	Y	Included
18	Delta Cavner, 2010	Y	Y	Y	Y	Y	Y	Y	Included
19	Kai Zhang & Wu-Jing He, 2025	Y	Y	Y	Y	Y	Y	Y	Included
20	Cherie Guy B Giray, & Jabin J Deguma, 2025	Y	Y	Y	Y	Y	Y	Y	Included

Table 2: Characteristics of the Studies included in Systematic Review (N=20)

Sr. No	Author's Name with Year	Type of Study	Study Design and Sampling Method	Sample Size	Data Collection Methods	Key Findings
1	Tabassum, Rana & Gull, 2024	Quantitative Research	Cluster sampling.	400 Prospective teachers	Standardized scales	Growth mindset has a positive and moderate impact on

						prospective teachers' self-efficacy, psychological well-being, and academic achievement
2	Combette et al, 2023	Empirical Quantitative Research	Experimental design and Randomization	171 students	Intervention for Students and teachers	teacher and student mindset intervention condition was the most efficient for increasing the student's growth mindset.
3	Nalipay et al, 2021	Quantitative Research	Correlational research design	547 Teachers	Self report Measures	Importance of growth teaching mindset in promoting teachers' motivation and engagement.
4	Zeng et al, 2019	Empirical Quantitative Research	Survey	472 Teachers	Standardized scales	Growth mindset, well-being, and perseverance of effort could all predict work engagement.
5	Rebecca J. Collie, 2023	Quantitative Research	Survey Research Design	325 Teachers	Self-report measures	Time pressure and relatedness with teachers were associated with subjective vitality.
6	Josine van den Elsen, 2024	qualitative research	exploratory design	19 participants	in-depth, face-to-face, semi-	It is important to understand how teachers

					structured interviews.	can keep their vitality high as they play an important role in the development of future generations.
7	Fikret SÖZBİLİR, 2020	Quantitative Research	Survey Research Design	119 school vice-principals and 94 school principals,	Self administered questionnaire	Management innovation and psychological ownership were found to significantly enhance creativity performance, while paternalistic leadership influenced only management innovation and psychological ownership.
8	Soner POLAT, 2013	Empirical	purposeful sampling method	313 Teachers	Structured questionnaire	significant negative relation between organizational trust perception and organizational cynicism. It has been found out that organizational trust is an effective variable in significantly predicting organizational

						cynicism.
9	Rayan et al, 2018	Quantitative Research	stratified Random Sample	327 participants	Structured questionnaire	Organizational cynicism (OC) was positively correlated with the Counterproductive Work Behaviors (CWB)
10	Runjia Tang, Yonghong Cai & Heyu Zhang, 2021	Empirical	Survey Research Design	1,076 Teachers	Self administered questionnaire	paternalistic leadership affected trust directly, and that subordinates' need for competence, autonomy, and relatedness also mediated the leadership trust relationship to different degrees
11	Tadic et al, 2014	Quantitative Research	quantitative daily diary methodology	158 primary school teachers	background questionnaire and a daily diary booklet for three to five consecutive workdays	daily hindrance job demands had a negative relationship with daily positive affect and work engagement.
12	Malik et al, 2015	Empirical	stratified sampling method	365	Structured questionnaire	healthy employees are committed to their work and

						organizations when energized by positive work connections
13	Xiao Shi, Zeyuan Yu & Xin Zheng, 2020	Quantitative Research	Survey design and convenient sample,	408 primary school teachers	questionnaire	Moral leadership had positive effects, while authoritarian leadership had negative effects on teachers' job satisfaction and commitment to students
14	Sania Zahra Malik & Robert Macintosh, 2015	Quantitative Research	multi-stage cluster sampling	365 academics	Questionnaire	energizing connections significantly contribute towards goal commitment directly and through the mediating effect created by subjective vitality
15	Lee et al, 2023	Quantitative Research	Survey	341 teachers	Standardized Scales	Teaching innovations can improve the quality of education and facilitate adaptation to environmental shifts caused by global shocks such as the COVID pandemic
16	Hasan Kavgacı,	Empirical	cross-sectional	346 teachers	Standardized scales	Paternalistic leadership, trust

	2023		research Designand Convenient sampling	working in primary and secondary schools		on teachers and work engagement have significant relation with organizational citizenship behavior
17	Mehmet Nezir cevik & Mehmet Sabir cevik, 2023	Quantitative Research	Relational research	296 teachers	Standardized Tools	paternalistic leadership behaviors predict the teachers' work alienation negatively significantly as a whole.
18	Delta Cavner , 2010	Qualitative Research	cross-case analysis	twenty-one middle and high school teachers	field notes, interview	identify common themes and to develop principles to help teachers receive life, vigor, and enjoyment from their work.
19	Kai Zhang & Wu-Jing He, 2025	Quantitative Research	descriptive-correlation method	63 teachers	Structured Questionnaire	Teachers' growth mindset, perceived school climate and positive parental autonomy support positively moderated the relationship between students' growth mindset and academic achievement
20	Cherie Guy	Empirical	descriptive	117	standardized	Teachers

	B Giray, &Jabin J Deguma, 2025		and correlational methods.		ed instrument s	emotional state is significantly related to their psychological fortitude.
--	---	--	----------------------------------	--	-----------------------	--

Table 3: Content Analysis of Threats of Academic Vitality

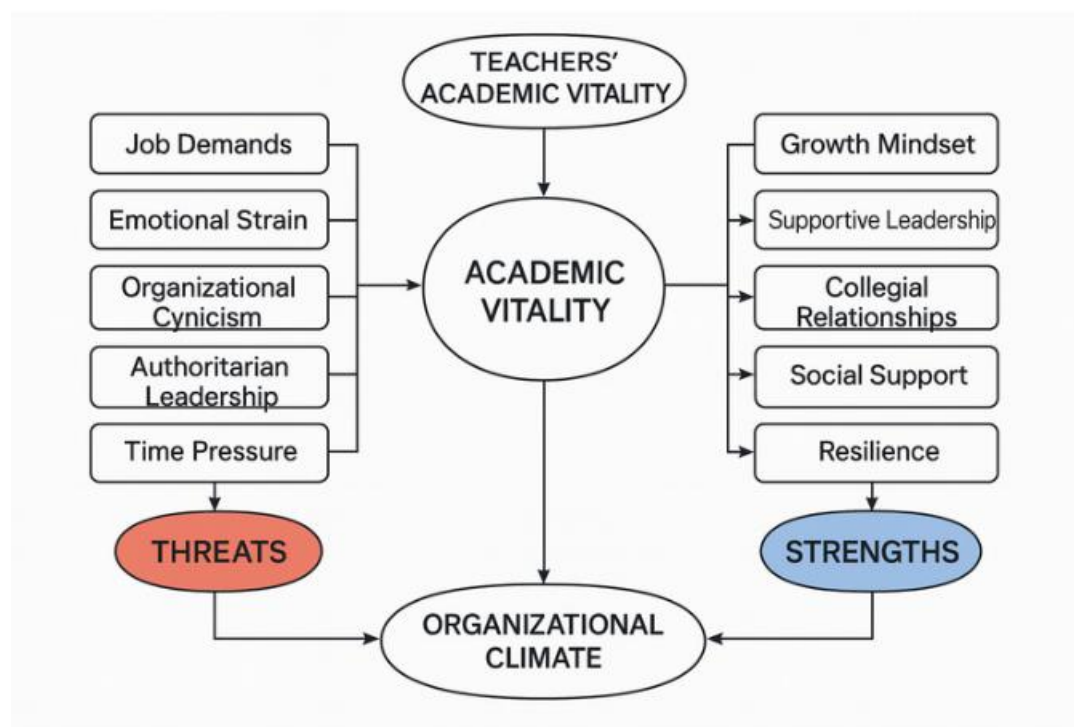
Main Category	Theme	Sub theme
Job demands & stressors	Hindrance demands Time pressure Disruptive behavior	Time pressure; disruptive behavior; lower vitality; turnover; hindrance demands reduce affect
Leadership & organizational culture	Authoritarian leadership Low trust organizational cynicism	Lower satisfaction; commitment; higher alienation; counterproductive behavior
Individual emotional states	Poor emotional state	Depression; anxiety; stress; lower fortitude
Work attitudes & alienation	Work alienation Cynicism	Alienation; cynicism; CWB; turnover intentions
Insufficient resources & support	Lack of support during change	Insufficient resources; low support; lower efficacy; lower satisfaction

Table 4: Content Analysis of strengths support to Academic Vitality

Main Category	Theme	Sub theme
---------------	-------	-----------

Individual beliefs & mindsets	Growth mindset	Higher self-efficacy; psychological wellbeing; life satisfaction; autonomous motivation; engagement; increases student growth mindset
Psychological Strengths	Psychological capital Fortitude and resilience	Optimism Flourishing Mind Psychological ownership
Social Connections	Energizing relationship Relatedness Social support	High-quality connections; increased vitality; goal commitment; relatedness
Leadership & organizational practices	Moral leadership benevolent leadership Trust	Higher trust; satisfaction; commitment; reduced cynicism
Work climate	Supportive climate Perceived autonomy support	Positive climate; supportive parental behavior; satisfaction during change
Coping & self-regulation	Coping strategies	coping training; proactive coping

Figure2: Threats and Strengths of Teachers' Academic Vitality



DISCUSSION

Emerging literature underscores that academic vitality functions not as a stable personality disposition but as a dynamic psychological state shaped by both individual strengths and contextual vulnerabilities. The purpose of this systematic review was to find out the threats and strengths that shape academic vitality in teachers teaching in universities, addressing a significant gap in the existing literature. The objectives of the review article were addressed by examining the articles published between 2010 and 2025.

The content analysis conducted for the purpose of systematically reviewing the international and national researches revealed five major themes, covering the major threats of academic vitality namely (a) job demands & stressors; (b) leadership & organizational culture; (c) individual emotional states; (d) work attitudes & alienation and (e) insufficient resources & support.

Consistent with the job demands–resources (JD-R) framework, the studies included in the systematic review article, showed that high job demands, such as time pressure, disruptive behavior of students in classrooms, high level of complex workloads and emotional labor, result in erosion of teachers' subjective vitality which may heighten their intention to leave the profession. Collie et al., (2020) work during and after COVID-19 suggested that for teachers, the time pressure and disruptive behavior are robust negative predictors of subjective vitality and are positively linked with turnover intentions, whereas relational resources such as relatedness with students and colleagues are associated with higher vitality and lower turnover. This finding aligns closely with our research findings that identify “job demands and stressors” and “insufficient resources and support” as core threats to academic vitality among university teachers

The current review article also highlighted the corrosive role of organizational cynicism, work alienation and authoritarian or toxic leadership. The research conducted by Chaudhry et al (2023) in Pakistan showed that abusive or narcissistic leadership styles foster different dimensions of

organizational cynicism and are linked with poorer performance and negative work outcomes among academic staff. Moreover, the research conducted with school and college teachers by Korkut and Aslam (2019) further indicates that organizational cynicism is negatively associated with life satisfaction, suggesting that cynicism is both a marker and a mechanism of diminished well-being in educational settings. Similarly, the research conducted on paternalistic leadership, in countries similar to Pakistan in context such as Turkey also provide nuances to this review article by indicating that moral and benevolent paternalistic leadership are associated with lower work alienation and higher job satisfaction, whereas authoritarian forms heighten powerlessness and alienation (Çevik & Çevik, 2023). Together, these findings justify the review's conclusion that leadership style and organizational climate are pivotal levers that can either undermine or sustain teachers' vitality.

The content analysis also revealed six major themes, covering the major strengths that enhances academic vitality namely; (a) individual beliefs & mindsets; (b) psychological strengths; (c) social connections; (d) leadership & organizational practices (e) work climate and (f) coping & self-regulation. The systematic review further revealed that teachers' individual psychological resources, such as growth mindset, psychological capital, resilience/fortitude and optimism, play their role as buffers that enhances their academic thriving of university teachers, even under stressful and demanding job conditions (Keeseey, et al, 2018). Nalipay et al., (2021) found that a growth teaching mindset predicts autonomous motivation, which in turn contributes to higher work engagement, even after controlling for teachers' intelligence mindset and demographic factors. Moreover, research conducted by Liu et al., (2023) similarly demonstrated that the growth mindset of teachers, enhances their teaching enjoyment, grit and their level of work engagement, positioning mindset as a key predictor of sustained level of energy and persistence in teaching. Meanwhile, evidence from other systematic reviews and empirical studies also indicated that psychological capital, which is operationally defined as hope, efficacy, resilience and optimism has also been shown to be positively linked with teachers' well-being, their job satisfaction and their reduced burnout, while depicting a direct positive impact on their level of work engagement among university teachers (Prakash & Narad, 2024). These findings strongly support the findings of the current systematic review article which has identified psychological capital and fortitude as the main source of strengths underpinning academic vitality among teachers.

Moreover, the current review article also highlighted the importance of social and organizational resources also emerged clearly. International and local studies converge in showing that supportive leadership, collegial relationships and a positive psychosocial climate are associated with better psychological outcomes and greater engagement among university staff (Bertieaux et al., 2024). In the contexts marked by rapid reforms, constraints of resources and hierarchical norms as seen in many Pakistani universities, such relational and structural supports are particularly critical. Emerging Pakistani research on organizational cynicism, workplace incivility and teacher job satisfaction suggests that unjust or politicized climates not only dampen morale but may also erode trust and commitment, thereby indirectly weakening academic vitality (Ashiq et al., 2025).

In sum, these insights highlight the urgent need for multi-level interventions that address both structural and psychological dimensions of academic life, ensuring that university teachers can flourish in their roles and contribute meaningfully to educational excellence.

Strengths and Limitations

This systematic review is the first to comprehensively examine local research on the threats and strengths influencing academic vitality among university teachers, particularly within the unique cultural, organizational, and socio-emotional context of higher education in Pakistan. The review highlights key threats such as authoritarian leadership, organizational cynicism, high job demands, emotional exhaustion, and limited institutional support which collectively undermine university teachers' motivation, engagement, and long-term academic thriving. At the same time, it identifies several strengths that help sustain or enhance academic vitality, including growth mindset, fortitude, positive leadership styles (e.g., moral and benevolent paternalistic leadership), and supportive work environments.

In addition, this review provides an important foundation for the researcher's doctoral work, which aims to develop interventions that strengthen protective factors and mitigate the risks that hinder academic vitality. However, several limitations must be acknowledged. Most of the included studies were drawn from urban and well-resourced universities, which limits the generalizability of the findings to rural or less-developed institutions where threats to academic vitality may be more pronounced. Furthermore, some critical perspectives such as gender-based experiences, departmental cultures, or variations across disciplines were underrepresented.

Implications

The evidence presented in this review underscores the urgent need to address the organizational and cultural threats that undermine teachers' academic vitality. Strengthening the protective factors such as promoting growth-oriented academic cultures, enhancing leadership support, and improving professional development opportunities is essential for fostering thriving and resilient faculty members. Equally important is reducing the identified threats, including excessive workload, lack of recognition, and cynicism-generating organizational practices. Universities should prioritize interventions that cultivate psychological resources, encourage collaborative environments, and support teachers' well-being. Leadership training, faculty development programs, and structural reforms can play a key role in empowering teachers, enhancing motivation, and improving institutional performance. Creating an academically supportive climate will not only enhance teachers' vitality but also positively influence student outcomes and overall institutional effectiveness.

Conclusion

In conclusion, this systematic review reveals that academic vitality among university teachers is shaped by a complex interplay of threats and strengths within institutional, cultural, and psychological domains. Widespread organizational challenges such as ambiguous expectations, limited support, and culturally embedded hierarchical norms often reduce teachers' engagement and hinder professional growth. Conversely, strengths such as supportive leadership, personal resilience, and growth-oriented mindsets serve as critical buffers that promote academic thriving. Given the significant influence of both risk and protective factors, universities must adopt culturally sensitive and contextually relevant strategies to promote academic vitality. Addressing institutional threats while reinforcing strengths is essential for fostering a motivated, resilient, and high-performing academic workforce.

References

Ashiq, N., & Younas, F. (2025). Organizational Cronyism and Job Satisfaction in College Teachers: Exploring the Role of Workplace Incivility. *Journal of Professional & Applied Psychology*, 6(3), 298-310.

- Bertieaux, D., Hesbois, M., Goyette, N., & Duroisin, N. (2024). Psychological capital and well-being: An opportunity for teachers' well-being? Scoping review of the scientific literature in psychology and educational sciences. *Acta Psychologica*, 248, 104370.
- Çevik, M. N., & Çevik, M. S. (2023). The Relationship between School Administrators' Paternalistic Leadership Behaviours and Teachers' Work Alienation Levels. *European Journal of Educational Management*, 6(1), 15-30.
- Chaudhry, M. G., Hameed, Z., & Ahmed, F. (2023). Effect of abusive supervision on organizational cynicism (Cognitive, affective, behavioral) mediating effect of playing dumb. *Plos one*, 18(4), e0284884.
- Collie, R. J. (2023). Job demands and resources, teachers' subjective vitality, and turnover intentions: an examination during COVID-19. *Educational Psychology*, 43(5), 452-471.
- Korkut, A., & Aslan, M. (2019). Life satisfaction and organizational cynicism: How teachers are affected. *Journal of Arts & Social Sciences*, 6(2), 1-27.
- Liu, L., Fathi, J., Allahveysi, S. P., & Kamran, K. (2023). A model of teachers' growth mindset, teaching enjoyment, work engagement, and teacher grit among EFL teachers. *Frontiers in Psychology*, 14, 1137357.
- Nalipay, M. J. N., King, R. B., Mordeno, I. G., Chai, C. S., & Jong, M. S. Y. (2021). Teachers with a growth mindset are motivated and engaged: the relationships among mindsets, motivation, and engagement in teaching. *Social Psychology of Education*, 24(6), 1663-1684.
- Parkash, O., & Narad, A. (2021). Psychological Capital And Psychological Well-Being Of Teachers: A Literature Review. *Psychological Capital And Psychological Well-Being Of Teachers: A Literature Review*.
- Taris, T. W., & Schaufeli, W. B. (2015). The job demands-resources model. *The Wiley Blackwell handbook of the psychology of occupational safety and workplace health*, 155-180.
- Elsen, J.V.D. (2024). Vitality and Coping With Rules: A Qualitative Research Study Among Primary School Teachers. *Public Personnel Management*, 1– 22. DOI: 10.1177/00910260241235635
- Tadić, M., Bakker, A. B., & Oerlemans, W. G. M. (2014). Challenge versus hindrance job demands and well-being: A diary study on the moderating role of job resources. *Journal of Occupational and Organizational Psychology*, 87(4), 694–712.
- Malik, S. Z.; MacIntosh, R.; McMaster, R. (2015). Conceptualizing vitality at work: Bridging the gap between individual and organizational health, *Pakistan Journal of Commerce and Social Sciences (PJCSS)*, ISSN 2309-8619, Johar Education Society, Pakistan (JESPK), Lahore, Vol. 9, Iss. 3, pp. 700-718.
- Lee, S.I. Chan, H.S.; Tong, Y.Y & Chiu, C.Y. (2023). Growth mindset predicts teachers' life satisfaction when they are challenged to innovate their teaching. *Journal of Pacific Rim Psychology*. 17: 1–11. DOI: 10.1177/18344909231167533
- Tabassum, I., Rana, M. R., & Gull, F. (2024). Effect of prospective teachers' growth mindset on their self-efficacy, psychological well-being and academic achievement. *Journal of Development and Social Sciences*, 5(1), 369–378. [https://doi.org/10.47205/jdss.2024\(5-I\)34](https://doi.org/10.47205/jdss.2024(5-I)34)
- Shi X, Yu Z and Zheng X (2020) Exploring the Relationship Between Paternalistic Leadership, Teacher Commitment, and Job Satisfaction in Chinese Schools. *Front. Psychol.* 11:1481. doi: 10.3389/fpsyg.2020.01481
- Zhang, Kai, and Wu-Jing He. 2025. Teachers' Growth Mindset, Perceived School Climate, and Perceived Parental Autonomy Support Moderate the Relationship Between Students' Growth

Mindset and Academic Achievement. *Journal of Intelligence* 13: 8. <https://doi.org/10.3390/jintelligence13010008>

Sözbilir, F., Factors Affecting Individuals' Creativity Performance: Paternalist Leadership, *Management Innovation and Psychological Ownership*, *BMIJ*, (2020), 8(4): 929-954, doi: <http://dx.doi.org/10.15295/bmij.v8i4.1606>

Malik, S. Z., & Macintosh, R. (2015). Role of energizing relationships in creating subjective vitality and goal commitment in UK academics. *Journal of Research and Reflections in Education*, 9(1), 62–74. <http://www.ue.edu.pk/jrre>

Polat, S. (2013). The impact of teachers' organizational trust perceptions on organizational cynicism perception. *Educational Research and Reviews*, 8(16), 1483–1488. DOI:10.5897/ERR2013.1529

Rayan, A. R. M., Aly, N. A. M., & Abdelgalel, A. M. (2018). Organizational cynicism and counterproductive work behaviors: An empirical study. *European Journal of Business and Management*, 10(27), 70–78.

Kavgacı, H. (2023). Exploring the relationship among paternalistic leadership, teacher trust in principal, work engagement, and organizational citizenship behavior: A moderated mediation model. *Journal of Pedagogical Research*, 7(1). <https://doi.org/10.33902/JPR.202319638>

Tang R, Cai Y and Zhang, H (2021). Paternalistic Leadership and Subordinates' Trust in Supervisors: Mediating Effects of Basic Psychological Needs Satisfaction. *Front. Psychol.* 12:722620. doi: 10.3389/fpsyg.2021.722620

Cavner, D. (2010). Teacher vital signs: A two-country study of teacher vitality. *International Christian Community of Teacher Educators Journal*, 6(1).

Zeng G, Chen X, Cheung HY and Peng K (2019) Teachers' Growth Mindset and Work Engagement in the Chinese Educational Context: Well-Being and Perseverance of Effort as Mediators. *Front. Psychol.* 10:839. doi: 10.3389/fpsyg.2019.00839

Korolczuk, A , C. (2020). An exploratory study of the relationship between career burnout and mindset levels of new work state principals. Saint John's University, Jamaica

Keesey, S., Schaefer, A., Loy, M., & Allen, C. J. (2018). Developing growth mindset and grit in preservice teachers. *Kentucky Teach Educ. J*, 5, 3.

Giray, C. G. B., & Deguma, J. J. (2025). Emotional state and psychological fortitude of teacher education students from disrupted family background in a state university. *International Research Journal of Multidisciplinary Scope*, 6(3), 240–257. <https://doi.org/10.47857/irjms.2025.v06i03.04555>

Zhang, K., & He, W.-J. (2025). Teachers' growth mindset, perceived school climate, and perceived parental autonomy support moderate the relationship between students' growth mindset and academic achievement. *Journal of Intelligence*, 13(1), Article 8. <https://doi.org/10.3390/jintelligence13010008>

Kamp, E. M., Tims, M., Bakker, A. B., & Demerouti, E. (2023). Creating a creative state of mind: Promoting creativity through proactive vitality management and mindfulness. *Applied Psychology*, 72(2), 743-768. <https://doi.org/10.1111/apps.12399>

Cevik, M. N & Cevik, M. S. (2023). The Relationship Between School Administrators' Paternalistic Leadership Behaviours and Teachers' Work Alienation Levels. *European Journal of Education Management*. 6(1), 15-30. <https://doi.org/10.12973/eujem.6.1.15>