

EMPOWERING CLASSROOM CREATIVITY: HOW LECTURER MENTAL WELLNESS TRANSFORMS TEACHING DYNAMICS IN HIGHER EDUCATION

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Abstract

Amid rising concerns about burnout and mental health challenges in academia, this paper examines how enhancing the mental well-being of lecturers can unlock new levels of creativity in teaching, particularly in higher education settings. This study focuses on how supporting the mental health of lecturers could foster transformative changes in classroom dynamics. By reducing stress and improving cognitive flexibility, mental wellness directly contributes to lecturers' ability to innovate in their teaching practices. Key themes include the mental health challenges faced by educators, the impact of wellness on creative teaching practices, and the institutional support systems that are in place. The paper analyzes case studies from universities and colleges that have successfully implemented wellness programs, such as mental health days, access to counseling, and flexible workloads, illustrating their positive impact on teaching dynamics. The literature review synthesizes best practices in mental health support for educators, highlighting successful wellness initiatives across various educational settings. By adopting these practices, institutions can not only enhance lecturer well-being but also cultivate a more creative and dynamic learning environment, ultimately enriching the educational experience for both educators and students.

Keywords: Lecturer Mental Wellness, Classroom Dynamics, Creativity in Education, Teacher Well-being.

INTRODUCTION

In recent years, there has been growing recognition of the importance of mental wellness in high-stress professions like teaching. Educators balance heavy workloads, institutional expectations, and diverse student needs, all of which can negatively impact their mental well-being and stifle their ability to think creatively. Creativity is essential for engaging students and promoting innovative problem-solving, especially in dynamic learning environments. Research shows that lecturer well-being is closely linked to the overall effectiveness of teaching and learning which makes it a fundamental issue that needs much attention (Baker, 2020). Mentally well educators are better equipped to create positive classroom atmospheres which will lead to fostering creativity and innovation among students. Conversely, poor mental

health can impede engagement and reduce the quality of education which will disturb the atmosphere of the classroom and creativity of the students (Richards et al., 2019). Hagenauer and Volet (2014) further argue that lecturer well-being not only improves job satisfaction but also influences student outcomes which is the foundation of and purpose of educational institutions.

The demands placed on educators are often multidimensional, encompassing not only teaching but also administrative responsibilities that are coupled with endless meetings that is time consuming and draining, student mentorship and consultations, and research requirements that they need to meet with statements such as “publish or perish” being hurled at every other meeting (Jasson et al., 2022). This multifaceted workload places tremendous pressure on educators, particularly in higher education institutions, where the expectation for lecturers to publish and contribute to institutional research agendas to stay relevant and create income for the Universities and enable them to grow, further exacerbates stress (Mousa & Mahmood, 2022). The cumulative effect of these pressures often results in burnout, which significantly hampers educators' capacity to remain innovative and responsive in their teaching practices and perform at their peak (Rahman et al., 2023). Therefore, addressing lecturer mental wellness is critical and important in ensuring that educators can fulfil their various roles effectively and efficiently without sacrificing the creativity necessary to enhance student learning outcomes and at the same time balance their personal lives.

Institutional support—or the lack thereof—plays a critical role in the mental health or illness of educators. In many cases, inadequate support mechanisms exacerbate stressors related to high workloads, rigid evaluation criteria, and insufficient professional development opportunities (Sherief & Rehman, 2022). Institutions that neglect the mental wellness of their faculty may inadvertently stifle creativity, which is a key component in creating dynamic learning environments that will result in top graduates that will thrive in the work environment. Recent studies have demonstrated that lecturers who receive robust institutional support—such as access to mental health services, flexible work policies that allow them to work from home and they are not lecturing, and opportunities for professional growth that ensure more money—report higher levels of job satisfaction and are more likely to adopt creative teaching strategies (Siddaway et al., 2019). This suggests that mental wellness is not just an individual responsibility but an institutional priority that directly influences educational quality and both Universities and lecturers needs to work together to accomplish this.

The COVID-19 pandemic imposed significant challenges on educators, exacerbating mental health issues due to the rapid transition to emergency remote teaching (ERT) without adequate institutional support to ensure that all is well with both lecturer and students (Rahman et al., 2023). Increased job demands, such as redesigning curriculum and managing technology-based platforms, contributed to heightened levels of anxiety, burnout, and stress that completely stifle creativity (Sherief & Rehman, 2022). Teachers who were not adequately trained in online pedagogies struggled to adapt, and the pressure to maintain educational standards in a radically altered environment only deepened mental health concerns (Guoyan et al., 2023). This disruption highlighted the need for institutions to prioritize lecturer well-being, particularly in

times of crisis, to sustain teaching quality and promote innovation in educational delivery that will result in adaptive and innovative graduates.

Moreover, mental wellness has implications beyond individual health; it influences the broader educational ecosystem, including student performance and institutional success which are the core businesses of Universities (Snyder, 2019). Studies have shown that when lecturers experience high levels of well-being, they are more likely to foster inclusive and creative classroom environments that support diverse learning styles and improve student engagement (Hagenauer & Volet, 2014). In contrast, lecturers who struggle with mental health issues often exhibit decreased engagement, which negatively impacts their interactions with students and undermines the overall learning experience (Richards, 2010). Therefore, ensuring the mental wellness of educators is not just a matter of personal health but a strategic imperative for educational institutions aiming to cultivate creativity and innovation.

In conclusion, the mental wellness of educators is foundational to the cultivation of creativity in the classroom and, by extension, the success of students. As the education sector continues to evolve, particularly in the wake of global disruptions like the COVID-19 pandemic, it is imperative that institutions recognize the profound impact of mental health on teaching quality. Addressing mental wellness holistically—through supportive policies, mental health resources, and work-life balance initiatives—will enable educators to thrive, fostering environments where both students and lecturers can reach their full creative potential (Mousa and Mahmood, 2022).

LITERATURE REVIEW

The following literature review explores the critical role of mental wellness in shaping effective teaching practices, with a particular focus on its influence on creativity from the perspective of the lecturer, classroom dynamics, and student engagement. As educational institutions increasingly recognize the connection between lecturer well-being and the quality of education, understanding how mental health impacts various facets of teaching have become paramount. The COVID-19 pandemic further underscored these dynamics, as educators faced unprecedented challenges that exacerbated mental health concerns and disrupted traditional learning environments (Mousa and Mahmood, 2022). This review draws on recent studies to examine how mental wellness, work overload, and institutional support systems affect the ability of lecturers to foster dynamic, engaging, and creative learning spaces. The discussion will cover classroom dynamics, the impact of mental wellness on creativity, and the barriers educators face in maintaining their well-being. These insights will provide a comprehensive understanding of the intersection between mental health and teaching effectiveness in higher education.

Dynamics in the classroom

Classroom dynamics refer to the interactive relationships between students and their lecturers, which form the foundation for an effective learning environment. Positive classroom dynamics are critical in establishing a culture of engagement, which allows students to interact

meaningfully with their peers and lecturers (Mandinach & Cline, 2013). Instructors play a crucial role in fostering such an environment, and their mental wellness significantly impacts the quality of interactions in the classroom. A mentally well lecturer is more likely to foster a conducive learning environment that encourages students to think critically and collaborate effectively (Ngugi & Thinguri, 2017).

During the COVID-19 pandemic, the introduction of learning management systems (LMS) in educational institutions shifted classroom dynamics to a virtual space, presenting new challenges for maintaining engagement. Teachers in both Pakistan and Malaysia faced additional mental burdens due to this transition, which negatively impacted their ability to create engaging online classrooms (Guoyan et al., 2023). As educators became overwhelmed with technical challenges, their ability to manage classroom dynamics effectively was compromised, further underscoring the need for mental wellness programs tailored to these new teaching environments (Jasson et al., 2022). The stress brought about by adjusting to remote learning not only affected student participation but also reduced the overall effectiveness of teaching strategies.

Work overload is another key factor that disrupts classroom dynamics which can also stifle creativity. Jasson, Du Plessis, and Simons (2022) discuss how South African academic staff report feeling consistently overwhelmed by large class sizes and administrative duties, leaving little room for meaningful interaction with students that ensure they are all on the same page. This overwhelming workload results in lecturers feeling disconnected from their students, ultimately impairing the quality of classroom dynamics which directly affects the students. Similarly, Roberts (2017) found that large-group lectures often promote passive learning, which further compounds the challenge of creating interactive and dynamic classroom environments. Lecturers experiencing high workloads often struggle to foster active learning, which requires students to engage with the material critically and creatively as this requires a mind that is working at its optimal and also the preparation of creative lesson studies equally requires time.

In higher education, there is a growing movement toward active and inquiry-guided learning (IGL) as a response to the limitations of traditional lecture formats and calls on the creativity of both lecturer and student (Roberts, 2017). Active learning emphasizes knowledge construction rather than mere absorption and encourages students to engage with the material through problem-solving and critical thinking (Prince, 2004). However, effective implementation of these methods hinges on the lecturer's mental wellness. When lecturers are mentally well, they are more likely to integrate creative teaching techniques such as multimedia learning, which can transform passive classroom dynamics into an active learning experience (Rand et al., 2020). This is particularly important in large-group settings, where the challenge is to engage a high number of students simultaneously, and the lecturer's ability to manage their mental health plays a critical role in maintaining engagement.

Research shows that classroom dynamics benefit from lecturers who actively incorporate visual elements and interactive techniques into their lessons, which reduces cognitive overload for students and increases engagement (Roberts, 2017). By balancing text and visual aids,

educators can enhance the learning experience, prompting students to critically engage with the material, especially when lectures are delivered to large groups. The integration of images and multimedia in lectures not only improves students' ability to understand complex concepts but also supports lecturers' efforts to maintain a mentally balanced teaching environment, where creativity and engagement thrive (Mayer, 2014).

Impact of Mental Wellness on Creativity

The relationship between mental wellness and creativity is essential, particularly in educational contexts where innovation is key to effective teaching. Numerous studies have highlighted how work overload can have a detrimental effect on lecturers' creativity. For example, Mousa and Mahmood (2022) found that management educators with multiple academic roles experienced higher levels of stress and burnout, which impeded their ability to engage in creative teaching practices. They argue that fostering a sense of autonomy and competence can buffer against these negative outcomes, helping educators remain creative even in high-pressure environments (Mousa & Mahmood, 2022).

Lecturers with poor mental health are less likely to employ creative teaching techniques and instead may rely on traditional, less engaging methods that would not require much effort and energy from them. This lack of innovation can hinder student learning outcomes and limit the development of critical thinking skills among students which is needed in the ever changing workplace that our graduates will be going to (Rahman & Rehman, 2023). Therefore, it is crucial to provide institutional support that addresses the mental wellness needs of lecturers to ensure they can maintain the cognitive flexibility required for creative teaching (Richards, 2010). Kassymova et al. (2019) emphasize that stress directly impedes creativity, but at the same time, individuals with higher creative abilities tend to be more resilient in stressful situations, suggesting that fostering creativity could mitigate the negative effects of stress which a different aspect from this perspective and can't be discounted as well. (Kassymova et al., 2019).

In a comparative study on the use of Learning Management Systems (LMS) during the COVID-19 pandemic, Guoyan et al. (2023) demonstrated that teachers' mental well-being directly influenced their ability to adapt to new technologies and creatively incorporate them into their teaching practices for delivering lectures. Those with higher self-efficacy and mental well-being were more likely to use LMS tools innovatively, whereas teachers struggling with mental health issues showed less creativity in their online teaching approaches hence the relation to mental wellness and creativity is thus linked (Guoyan et al., 2023). Anderson et al. (2021) further emphasize that when teachers' creativity is supported by proper mental health resources, it not only enhances their teaching methods but also helps them adapt to challenges, such as the sudden switch to online learning during the pandemic which we can thus conclude that resilience is also a fruit of a lecturer with a thriving mental wellness (Anderson et al., 2021). It is also possible that there are also benefits to mental wellness that still need to be explored but for the purpose of our study, we will be focusing on creativity.

Mindfulness practices have been shown to support both mental wellness and creativity.

Henriksen et al. (2020) argue that mindfulness encourages nonjudgmental, moment-to-moment awareness, which can reduce stress and foster cognitive flexibility, a key component of creative thinking and harnessing the best out of students. Their research suggests that mindfulness-based interventions could help lecturers manage stress more effectively, thereby enhancing their creative potential in the classroom which will be to the benefit of the students, University and society at large. Moreover, educators who practice mindfulness are better equipped to navigate the emotional and cognitive demands of teaching and students, leading to more innovative and dynamic pedagogical approaches that ensure higher comprehension from students (Henriksen et al., 2020).

Creativity thrives in environments where educators feel supported, both mentally and emotionally. Baik, Larcombe, and Brooker (2019) highlight that institutions must create learning environments that actively support the mental wellness of their staff and students. Their study on student well-being also underscores the importance of fostering a culture of mental health awareness and support within educational settings. This support not only promotes creativity but also enhances overall academic and personal development for both students and educators (Baik, Larcombe, & Brooker, 2019).

The integration of institutional support systems, mindfulness, and creative growth strategies forms a robust framework for enhancing lecturer creativity through mental wellness. Anderson et al. (2021) argue that professional development programs aimed at enhancing teacher creativity should focus on reducing creative anxiety, promoting resilience, and providing a supportive environment for experimentation. These factors, when combined with mental wellness interventions, can foster an adaptive and innovative approach to teaching, even in the face of adversity (Anderson et al., 2021).

Mental wellness in the Education Sector

Mental wellness is critical for effective functioning within any profession, but it takes on added importance in education due to the unique demands placed on lecturers. These demands include heavy workloads, large class sizes, and the increasing complexity of curriculum delivery, especially in higher education. As highlighted by Baik, Larcombe, and Brooker (2019), university educators often face high levels of stress and mental health challenges that can negatively affect their teaching performance and their ability to maintain creative teaching practices (Baik, Larcombe, & Brooker, 2019). Furthermore, when institutional support is lacking, educators are left to manage their stress independently, which can exacerbate mental health issues and lead to burnout. In many cases, the mental wellness of educators is not prioritized, and this has significant implications for their professional well-being and the overall quality of education provided (Jasson, Du Plessis, & Simons, 2022).

One key factor contributing to mental wellness issues among educators is the feeling of isolation and lack of institutional support. The "Wellness Needs of Academic Employees" study, conducted at a South African university, indicates that academic staff often feel excluded from wellness initiatives, which are primarily designed for students rather than staff (Jasson et al., 2022). This gap in support services leaves lecturers vulnerable to the effects of work

overload, which can lead to diminished job satisfaction and overall well-being. As noted by Anderson et al. (2021), teachers who are mentally well are more capable of fostering dynamic and engaging learning environments, which benefit both students and educators. However, the absence of adequate mental health programs for lecturers leads to a cycle of stress, burnout, and reduced creativity (Anderson et al., 2021).

The COVID-19 pandemic further exacerbated these challenges, as lecturers faced the rapid transition to online teaching without adequate support systems in place. According to Anderson, Bousselot, Katz-Buoincontro, and Todd (2021), teachers' creativity and mental wellness were severely impacted by the pandemic, with many reporting high levels of anxiety, stress, and feelings of inadequacy in their new teaching roles. The sudden shift to online platforms added a layer of technical challenges that further contributed to their mental strain, resulting in a negative impact on their teaching performance and creative engagement with students. Additionally, research by Hernández-Torrano et al. (2020) emphasizes that educators often struggled to maintain their mental health while balancing personal and professional responsibilities during the pandemic, underscoring the need for mental wellness interventions in higher education settings (Hernández-Torrano et al., 2020).

The effects of poor mental wellness among educators can have far-reaching consequences, not only for the individuals themselves but also for the institutions they serve. Stress, burnout, and mental fatigue reduce the capacity of lecturers to engage meaningfully with their students and to innovate in their teaching practices. This is particularly important in higher education, where creativity and adaptability are essential for engaging students in complex learning processes. Baik et al. (2019) argue that supporting the mental wellness of educators is a necessary step toward ensuring that universities can fulfill their core mission of providing high-quality educational experiences and positive outcomes for all students. Without this support, institutions risk fostering environments where educators are unable to meet the demands of their profession, leading to lower job satisfaction, increased turnover, and a decline in teaching quality (Baik, Larcombe, & Brooker, 2019).

Moreover, resilience-building programs are essential for educators, as they provide strategies to cope with stress and improve mental wellness. Brewer et al. (2019) conducted a scoping review of resilience programs in higher education, highlighting the positive impact of resilience-building initiatives on educators' ability to manage stress and adapt to the evolving demands of their profession (Brewer et al., 2019). These programs emphasize the importance of mental wellness in maintaining both personal and professional well-being, further reinforcing the need for institutional support systems that address the unique challenges faced by educators.

Barriers to Mental Wellness

Educators face various barriers to maintaining mental wellness, including high workloads, inadequate institutional support, and emotional exhaustion. In a study of academic staff in Egypt, Mousa and Mahmood (2022) highlight how management educators struggle with stress due to a lack of support systems, particularly when balancing multiple academic roles. This is

echoed in the South African context, where wellness initiatives often overlook the needs of academic staff, focusing instead on student welfare (Jasson et al., 2022). Such oversight leaves lecturers with limited resources to manage their mental health, increasing their risk of burnout and negatively impacting their teaching effectiveness.

Work overload is another significant barrier to mental wellness. As highlighted by Jasson et al. (2022), many lecturers report consistently working outside of normal hours to meet the demands of large class sizes and urgent administrative tasks. This constant pressure not only affects their mental health but also reduces their capacity to engage creatively with students. The heavy administrative burden often detracts from time that could otherwise be spent on enhancing the learning experience. As workload demands increase, the mental well-being of educators becomes even more precarious, necessitating institutional changes to address these barriers (Mousa & Mahmood, 2022).

Moreover, the rapid shift to online learning during the COVID-19 pandemic exacerbated these challenges. Guoyan et al. (2023) emphasize that teachers had to quickly adapt to new technologies without adequate training or support, increasing their stress levels. This sudden transition placed additional burdens on educators who were already dealing with high workloads and insufficient institutional backing. The need to quickly learn and implement new digital tools while managing personal responsibilities added to the already fragile state of mental wellness for many educators (Guoyan et al., 2023).

One of the significant barriers that further compounds mental wellness issues is the lack of access to adequate mental health resources. Cage et al. (2020) found that stigma surrounding mental health prevents many educators and students alike from seeking help. This self-stigma, alongside public stigma, makes it difficult for educators to disclose mental health struggles to their peers or institutions. The fear of being perceived as weak or inadequate may lead to educators hiding their struggles, which only exacerbates the mental health challenges they face (Cage et al., 2020). Institutions must address these barriers by fostering a supportive environment where mental health struggles can be openly discussed without fear of judgment.

Furthermore, insufficient institutional policies related to mental health create additional barriers. Baik et al. (2019) argue that many universities lack comprehensive mental health support systems tailored to address the unique challenges faced by educators. Without institutional support, educators are left to manage their mental health independently, often leading to burnout and decreased job satisfaction. This lack of systemic support contributes to the broader issue of poor mental wellness in educational environments, impacting not only educators but also the quality of education they provide (Baik, Larcombe, & Brooker, 2019).

Finally, there is a clear need for better wellness programs that focus not only on workload management but also on fostering resilience and coping mechanisms. As Salimi et al. (2023) noted in their study on mental health during the COVID-19 pandemic, educators who were equipped with better stress-management strategies were more resilient in coping with challenges. Implementing regular wellness workshops and providing accessible mental health resources could alleviate some of the mental health burdens that educators face, ensuring that

they can maintain their creative energy and teaching effectiveness even under pressure (Salimi et al., 2023).

Methodology: Narrative Literature Review

This paper employs a narrative literature review to explore the relationship between lecturer mental wellness and creativity in the context of higher education. A narrative literature review is an effective method for synthesizing existing research across various studies and theoretical frameworks, focusing on integrating and critically analyzing published literature (Juntunen & Lehenkari, 2021). This approach allows for a comprehensive examination of how mental wellness impacts teaching creativity, with a focus on identifying key themes and gaps in the current body of knowledge (Snyder, 2019).

The literature search was conducted systematically across academic databases such as Google Scholar, EBSCOhost, JSTOR, and institutional repositories, with the goal of retrieving peer-reviewed journal articles published between 2019 and 2024. The search terms included “lecturer mental wellness,” “creativity in education,” “COVID-19 and educator mental health,” and “teacher burnout.” This timeframe was chosen to focus on the immediate period before and after the global COVID-19 pandemic, which had a profound impact on educators’ mental health, especially in higher education (Baik et al., 2019). By narrowing the scope to this period, the study captures the most current challenges and developments regarding mental wellness in teaching environments.

The review strictly focuses on the higher education sector, as lecturers in this setting face unique pressures, including balancing teaching, research, and administrative duties, which differentiate their experiences from those of educators in primary or secondary education. This focus enables the paper to explore how the specific stressors and institutional demands of higher education influence the mental health of lecturers and their capacity for creativity in their teaching practices (Jasson et al., 2022).

The selected literature includes both empirical studies and theoretical frameworks to ensure a well-rounded understanding of the relationship between mental wellness and creativity in higher education. Empirical studies provide data on the prevalence of mental health challenges among lecturers, while theoretical frameworks offer insights into how mental wellness affects cognitive processes, such as creativity and problem-solving. This narrative review seeks to synthesize these findings, offering a critical discussion of how mental health influences educators’ ability to engage in innovative teaching practices (Salimi et al., 2023).

A thematic analysis was conducted to identify recurring themes, including work overload, burnout, the transition to online teaching during the pandemic, and the role of mindfulness and institutional support in mitigating these challenges. These themes were used to organize the discussion and highlight areas where mental wellness interventions could improve teaching outcomes. By synthesizing findings across multiple studies, the review provides a cohesive understanding of the critical relationship between lecturer mental health and creativity (Siddaway et al., 2019).

This narrative literature review also emphasizes the importance of drawing from interdisciplinary research. The intersection of mental health, education, and creativity requires input from fields such as psychology, pedagogy, and organizational studies to fully understand how these factors interact in higher education. By integrating insights from these disciplines, the review provides a holistic perspective on how lecturer well-being influences teaching outcomes, fostering creativity and innovation in the classroom (Juntunen & Lehenkari, 2021).

RESULTS AND DISCUSSION

The findings from the literature review reveal a strong correlation between lecturer mental wellness and creativity in teaching. Lecturers with better mental health are more likely to implement innovative teaching techniques that foster critical thinking and student engagement. In contrast, those experiencing burnout or stress tend to rely on traditional, less interactive teaching methods, which can limit student involvement and creativity (Mousa & Mahmood, 2022). The literature indicates that mental well-being directly affects a lecturer's ability to engage students effectively, and that those who are mentally healthy are more likely to adopt creative teaching strategies that benefit the learning experience.

Moreover, mentally well educators reported higher levels of job satisfaction, which in turn positively influenced the overall classroom environment. This reinforces the importance of mental wellness in maintaining both teaching effectiveness and student engagement. When lecturers feel supported and their mental wellness is prioritized, they are better able to manage the demands of their profession and foster a positive learning environment (Baik et al., 2019). This leads to a more engaging and dynamic educational experience for students, highlighting the broader benefits of supporting lecturer well-being beyond individual health outcomes.

The review also highlights that many institutions have wellness programs in place; however, these programs are often underutilized, especially during times of crisis like the COVID-19 pandemic. The rapid shift to remote teaching exacerbated mental health challenges, and educators struggled to cope with the additional stress of adapting to new technologies (Guoyan et al., 2023). This lack of institutional support during such periods further deepened the mental health crisis among lecturers, suggesting that wellness programs, while present, are not adequately addressing the needs of educators during critical periods. Institutions must recognize the direct link between mental wellness and teaching performance, as underutilized wellness programs fail to provide the necessary support that educators need to thrive in challenging environments.

CONCLUSION

This study underscores the vital connection between lecturer mental wellness and creativity in the classroom. Mentally healthy lecturers are better equipped to foster dynamic, engaging, and innovative learning environments that stimulate creativity and critical thinking among students. By prioritizing lecturer mental wellness, institutions not only enhance the immediate classroom experience but also contribute to the long-term success and well-being of students, fostering a generation of innovative thinkers. However, the findings reveal that institutional support for

lecturer mental health is often lacking or underutilized, particularly during times of crisis, such as the COVID-19 pandemic. Without adequate mental wellness support, lecturers are more prone to burnout, negatively impacting their teaching effectiveness and student outcomes. To truly enhance creativity and improve educational quality, institutions must take a proactive approach by implementing comprehensive and accessible wellness programs, such as peer support groups and access to mental health professionals, while creating a supportive culture that normalizes mental health care. Additionally, providing resources that enable educators to maintain their well-being while managing the complex demands of teaching is crucial. Failure to prioritize lecturer mental wellness could result in a decline in educational quality, increased turnover rates among educators, and a less engaged student body, ultimately undermining the mission of higher education.

Educators are encouraged to advocate for these necessary changes within their institutions, fostering a collective effort to prioritize mental health and creativity in higher education. By championing the mental wellness of lecturers, we can pave the way for a more innovative, resilient, and thriving educational landscape, where both educators and students can flourish.

Recommendations

Comprehensive Wellness Programs

Comprehensive wellness programs are essential for addressing the mental health challenges faced by lecturers in higher education. Research has shown that institutions with well-structured mental health programs, including counseling services and stress management workshops, significantly improve lecturer well-being (Baik et al., 2019). These programs provide lecturers with the tools they need to manage work-related stress, which, in turn, fosters creativity and innovation in the classroom. However, many wellness programs are either underutilized or not designed to meet the specific needs of academic staff, leading to gaps in their effectiveness (Salimi et al., 2023). To maximize impact, institutions must tailor these initiatives to the unique challenges faced by lecturers, ensuring that they are accessible, relevant, and actively promoted throughout the academic year.

Workload Management

Effective workload management is critical to sustaining lecturer mental wellness and fostering creativity in their teaching practices. Excessive workloads, compounded by administrative duties and large class sizes, have been consistently linked to burnout and reduced teaching efficacy (Mousa & Mahmood, 2022). By offering flexible work schedules and reducing non-teaching responsibilities, institutions can alleviate the stress that inhibits lecturers from developing creative, student-centered learning strategies. Studies have shown that lecturers with a more balanced work-life structure are more likely to engage students with innovative approaches and maintain high levels of job satisfaction (Jasson et al., 2022). Therefore, workload management policies that prioritize flexibility can contribute to both the mental well-being of lecturers and the overall quality of education provided.

Institutional Support Systems

Institutional support systems, both organizational and peer-based, are essential for promoting lecturer mental wellness. Universities that foster a supportive environment, where educators are encouraged to prioritize their mental health, report higher job satisfaction and teaching effectiveness (Cage et al., 2020). Clear institutional policies that offer organizational backing, such as peer mentorship programs and easy access to mental health resources, create a culture of wellness that empowers lecturers to seek help when needed. During times of crisis, such as the COVID-19 pandemic, the absence of such systems has been shown to exacerbate mental health challenges, leading to increased stress and reduced creative output (Guoyan et al., 2023). By building robust support systems, institutions can ensure that educators feel supported both emotionally and professionally, which ultimately enhances their ability to teach creatively and engage students effectively.

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