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Insights from Adult Learning Theory: Enhancing Academicians' Mental Health and Well-being in a Research-Driven World

Monu Singh[1*], Neha Kardam[2], Sahnaj Rahmatulla[3], Narghis Habiba Laskar[4], Abhigyan Bhattacharjee[5]

[1]GITAM (Deemed to be) University, GITAM School of Business Dept. of OD & HRM, Hyderabad Campus, Hyderabad, Telangana, India; monu2015nehu@gmail.com (M.S.).
[2]Department of Home Science, Bhagini Nivedita College, University of Delhi, New Delhi, India.
[3,4]University of Science and Technology Meghalaya (USTM), Department of Business Administration, Ri-Bhoi, Techno City, Killing Road, Baridua, Meghalaya, India.
[5]North Eastern Hill University, Tura Campus, Department of Management, West Garo Hills, Meghalaya, India.

Abstract. This article intends to advance the understanding of how Adult Learning Theory (ALT) can serve the purpose of raising the mental health and well-being of professionals engaged in research-focused activities through the implementation of relevant and theoretically grounded targeting components that address their problems. As suggested by literature review findings, self-concept, experience and motivation are important components of ALT and serve as the building blocks for strategies used to cope with stress and promote resilience and better quality of life in the highly competitive environments. The findings suggest team work, communication, mindfulness, informal networking and other interactions as resources for improving mental health and building resilient communities. Practical applications involve introduction of programs based on ALT aimed at striking a balance between professional and family life, periodic monitoring and altering the approach taken in managing mental health. Although the parameters studied are not grounded in empirical evidence and do not take organizational culture into account, the study presents itself as a useful framework for institutions grappling with the thorny issue of mental health amongst academics. By alleviating stigma and encouraging flexibility, this work fills an important deficiency, providing new insights and solutions based on theories to enable better academic well-being.

Keywords: Academicians, Adult learning theory, Mental health and well-being, Relevant research outcome.

1. INTRODUCTION

In the current scenario, there has been an increase in the focus on the mental and psychological health of the academics, which is particularly important in an environment where there is pressure to constantly perform highly (Hammoudi Halat et al., 2023). This is especially true when they consistently meet those expectations. Consequently, academicians may experience stress, burnout, and emotional exhaustion, negatively impacting both their personal and professional lives (Edú-Valsania, Laguía, & Moriano, 2022). Comprehending and addressing these issues through frameworks like adult learning theory provides significant insights into promoting mental well-being and maintaining sustained productivity (Gautam et al., 2024). Research-oriented academic institutions are characterized by rigorous expectations for publication, acquisition of research funding, and preservation of a global reputation (Panda & Gupta, 2014). Academicians frequently encounter overwhelming workloads, insufficient work-life balance, and an institutional culture that prioritizes research outputs over teaching or service responsibilities (Franco, Picinin, Pilatt, & Franco, 2021). This is a very competitive environment where academics are constantly striving for prestige and house which aggravates the stress level on them (Hammoudi Halat et al., 2023).

At the onset of their career, academicians (Yang et al., 2022) frequently experience mental distress in form of anxiety, depressive episodes, or stress. The theory of adult learning, specifically the concept of transforming learning, offers a framework for understanding how to assist academics in challenging environments in preserving their mental health (Mukhalalati & Taylor, 2019). Transformative learning underscores the necessity of self-reflection, critical analysis, and the reevaluation of fundamental beliefs, thereby equipping academicians to more effectively navigate the challenges of their professional environments (Closs & Antonello, 2011). Institutions can foster a more resilient workforce by emphasizing the importance of continuous education for academicians, which encompasses not only their specific disciplines of study but also the management of their mental health and overall well-being (Hammoudi Halat et al., 2023, and Loeng, 2020).

Academicians are mature learners who consistently wrestle with complex topics while developing their understanding of both their subjects and their places within the academic environment (Merriam, Caffarella, & Baumgartner, 2007). Academicians are able to see the big picture and make informed decisions. The Adult learning theory states that self-directed, experienced, and relevant personal and professional contexts help senior learn (Tough, 1971).

This framework makes it easier to develop stress-management, work-life balance, and emotion-control strategies for academics, and assists them with mental health issues (Salimzadeh, Hall, & Saroyan, 2021). ALT's emphasis on learner autonomy and introspection (Van Tonder, Kloppers, & Grosser, 2022) is important for academics' mental health. Under pressure, academics must manage stress and stay healthy to succeed (Alborzkouh et al., 2015).

Transformative learning forces academicians to carefully consider what they think about success,

* Correspondence: monu2015nehu@gmail.com

productivity, and well-being. This helps them come up with better ways to handle their careers in the long term (Trevisan, Mello, Pedrozo, & da Silva, 2022). Additionally, adult learning theory stresses the importance of community and collaborative learning, which helps academicians who work alone in research-focused settings feel less alone (Mukhalalati & Taylor, 2019). Establishing robust professional networks and communities of practice enables academics to exchange experiences, provide mutual support, and formulate collective methods for stress management and well-being (Wiedermann et al., 2023). The sense of belonging and mutual support is essential for cultivating a pleasant work environment that emphasizes mental wellness (Haim-Litevsky, Komemi, & Lipskaya-Velikovsky, 2023). Institutions profoundly affect the mental health and well-being of their academicians (Wiedermann et al., 2023). Institutions can cultivate an environment that improves academicians's capacity to manage role-related pressures by enacting policies and practices aligned with adult learning theory, such as facilitating professional development, promoting work-life balance, and offering mental health support services (Wu et al., 2021). This approach helps academicians to enhance the general output and success of the university (Nofouz et al., 2023). Apart from institutional support, self-directed learning is a basic feature of adult learning theory that helps academics to develop the skills necessary for maintaining mental health (Loeng, 2020). Self-directed learning entails assuming responsibility for one's educational journey, establishing objectives, and identifying resources that correspond with personal and professional growth (Dahal & Bhat, 2024). For academicians, this may encompass acquiring knowledge of stress management techniques, mindfulness practices, or time management skills that might mitigate the pressures of a research-oriented setting (Sharma & Rush, 2014). A vital component of adult learning theory is its acknowledgement of the emotional aspect of learning (Hodge et al., 2022). Emotions significantly affect academicians's perceptions and responses to work-related hurdles, while adult learning theory advocates for an inclusive learning tactic that integrates emotional intelligence and self-awareness (Dirkx, 2008). By cultivating emotional resilience and self-awareness, academicians can more effectively manage the emotional challenges of their career and sustain a healthier work-life balance (Grant & Kinman, 2014). The implementation of transformative learning theory in educational environments can assist academics in redefining their perceptions of success and productivity (Leal Filho et al., 2018). Another study advocates for academicians to prioritize various aspects of their profession, such as teaching, research, mentorship, and personal growth, rather than solely equating success with research output (Kuhn et al., 2024). This change in viewpoint may diminish the urge to constantly conduct research and foster a more egalitarian and satisfying academic career (Fauzi et al., 2024). Adult learning theory emphasizes the need for reflection in the learning process, serving as a valuable resource for academicians to preserve their mental well-being (Mukhalalati & Taylor, 2019). Academicians are able to observe the stresses they are under, understand developments in their work habits, and develop approaches for improvement through reflection (Daff, Tame, & Sands, 2024). Academicians who engage in reflective practice are able to gain a more reflective understanding of the behaviors in which their work environment affects their well-being and take preventive actions to build a more favorable balance between their professional and personal lives (Koshy et al., 2017).

2. METHODOLOGY

We conducted an extensive literature review to address the research objectives of this study. We utilised prominent databases such as Scopus, Web of Science, Google Scholar, the National Library of Medicine, and PsycINFO to compile pertinent academic articles. We conducted a comprehensive review of the literature, including both theoretical and empirical studies from peer-reviewed journals, to substantiate the development of the theoretical framework (Callahan, 2010). We conducted a meticulous review of the reference lists of recent studies to identify frequently cited works that were consistent with the researcher's research theme. The keywords we employed in our literature search were diverse, including academic burnout, transformative learning theory, adult learning theory, well-being in research-driven environments, and the mental health of academics.

2.1. Theoretical Framework: Basis of Adult Learning Theory (ALT)

Adult Learning Theory serves as the foundation for this study's theoretical framework. The concept of Adult Learning Theory (ALT) highlights adult learners' unique attributes and learning methodologies. Malcolm Knowles, commonly acknowledged as the progenitor of adult learning theory, created the idea of andragogy, which highlights the self-directed and transformative characteristics of adult education (as cited by Smith, 2002; Mukhalalati & Taylor, 2019). This method differs from pedagogy, which is characterized by academic-centred instruction, especially for younger academics (Darden, 2014). A fundamental principle of ALT is that adults favour autonomy in their learning and pursue education that corresponds with practical activities and real-world issues, emphasizing the significance of problem-solving rather than mere information retention (Palis & Quiros, 2014; Agrawal & Verma, 2020). Academicians in higher education rely on self-directed study for their well-being and stress management and higher education employs this strategy (Kungu & Machtmes, 2008; Van Tonder, Kloppers, & Grosser, 2022). Lifelong learning affects mental health and resilience, emphasising the importance of ALT (cited by Waller, Hodge, Holford, & Webb, 2018; Alla, 2024). Both institutions and policymakers, including the Institute for Public Policy Research (IPPR), emphasise the incorporation of mental health and resilience-

building initiatives in adult education to enhance learner well-being (Worsley, Pennington, & Corcoran, 2022). The focus on well-being in the adult learning framework is becoming increasingly vital due to the rising concerns regarding the mental health issues encountered by academicians in higher education (Pinkney, 2018; Park & Choi, 2009). This study examines academicians' mental health and well-being in research-oriented settings, emphasizing ALT's transformative learning elements and the role of self-directed learning in promoting well-being and resilience. This research, based on Knowles' theory, posits a complex relationship between mental well-being and problem-solving learning environments, especially when systematic interventions aimed at addressing stress, burnout, and emotional exhaustion reinforce this relationship (Frazier & Doyle Fosco, 2024).

2.2. Implementation of ALT in Relation to Well-Being and Mental Health

This study employs ALT to examine the influence of self-concept, adult learner experience, readiness to learn, orientation to learn, and motivation to learn on the mental health and well-being of academicians. This study will assess the impact of adult learning problem-solving strategies in higher education, structured interventions, and learning autonomy on faculty mental health. The study will assess the potential of ALT-based mental health and wellbeing programs to alleviate academic stress, particularly in research-intensive environments characterised by elevated stress levels. This paper argues that mental health initiatives in adult education frameworks can improve academic performance, support learning, and maintain resilience and well-being. This strategy promotes the idea that learning is only about tasks and academic performance by examining how institutions can meet academics' intellectual and emotional needs.

2.3. Conceptual Framework

Applying Adult Learning Theory within educational environments, the challenging and demanding landscape of higher education adversely affects the mental health and well-being of academics (Hammoudi Halat et al., 2023; Melnyk et al., 2023). Burnout and stress may arise from the substantial workload faced by university administrators, educators, and researchers (Fernández-Suárez et al., 2021; Xu & Wang, 2023). According to Knowles's (1980) Adult Learning Theory, its role is to assist academics in the planning of their tasks while finding an equilibrium between their work, leisure and thus fostering their psychology health. This paper seeks to address how each component of Adult Learning Theory may be effective in reducing the burdens of administration, teaching as well as research in trying to promote the mental well being of the academic staff. These components generate an environment that supports lifelong learning, adaptive coping, and human development. The essential elements of Adult Learning Theory—self-concept, experiential function, readiness to learn, learning orientation, and motivation to learn—play a vital role in promoting resilience and improving positive mental health outcomes among academicians (Knowles, 1975; Mukhalalati & Taylor, 2019).

2.4. Self-Concept

Sense of Self-Adult Learning theory says that as academics get better at their job, they move from being dependent on others to being self-directed (Knowles, 1980; Taylor & Hamdy, 2013). For academicians, this move toward sovereignty becomes significant for improving mental health and well-being since it heartens a feeling of control and accountability over their lives and jobs (Galderisi et al., 2015; Hammoudi Halat et al., 2023). Autonomy in decision-making, time management, and work priorities can enhance the academician's management of many obligations, alleviating the load of research, instruction, and administrative responsibilities (Aeon et al., 2021; Naidoo-Chetty & du Plessis, 2021). Strong sense of self is more common for academics to learn on their own, which helps them find strategies, information, and skills that reduce stress at work (Van Tonder et al., 2022). Self-directedness makes people more resilient because it helps them recognise and deal with their stresses through ongoing personal and professional development (Barrett, 2014; Van Tonder et al., 2022). This ability to overcome obstacles alone reduces burnout and improves mental health (Brackett et al., 2010; Hammoudi Halat, 2023). Self-concept also helps academics set realistic goals. Many times, academicians have heavy responsibilities; without excellent time management skills, they may become quite stressed. Encouragement of a self-directed approach helps academics prioritise activities and assign responsibilities when needed, therefore enhancing their work-life balance and lowering their mental health load (Hyseni Duraku & Hoxha, 2018).

Based on the aforementioned arguments, we posit that-

P1: Self-concept, as part of Adult Learning Theory, positively influence academics' mental health and well-being.

2.5. Adult Learners' Experiences

The second fundamental component of adult learning theory is the function of past experience. Adults provide a substantial reservoir of personal and professional knowledge for the educational process, which helps one to overcome obstacles (Knowles, 1980; Taylor & Hamdy, 2013). For academicians, this idea means applying past knowledge to control pressures connected to administrative tasks, teaching, and research (Collie & Martin, 2016). Competent academics have the capacity of utilizing their experiences of success and challenges in crafting more effective teaching strategies and ways of coping (Collie & Martin, 2016; Kao, 2024). Junior academicians who have had the pressure of research activities focused on publication have usually had more success in guiding

senior academicians on time in carrying out the effectiveness of research work (Mishra & Smyth, 2013; van Tienoven et al., 2024). They could help cope with such ongoing publication and grant seeking pressures and help protect young 'researcher's mental health which is often 'endangered' by such responsibilities (Mishra & Smyth, 2013; Hammoudi Halat et al., 2023). The sharing of experiences and working together enhances the wellbeing of academics (McNally, 2010; Hascher & Waber, 2021). Teaching standards are heavily influenced by experience (McNally, 2010). Proficiency in teaching methods can alleviate stress in organising and leading effective seminars (Rodríguez-Jiménez et al., 2022). To effectively balance research and instruction, academics can draw on their expertise and pedagogical experience (Rodríguez-Jiménez et al., 2022). Well-being and reduced overload improve mental health.

Following the above arguments, we posit that-

P2: Adult learners' cumulative experiences improve academic stress management and well-being.

2.6. Learner's Readiness

Adult learning theory defines readiness to learn as the desire and motivation to participate in life events that require personal growth (Knowles, 1980; Palis & Quiros, 2014). Academics must publish and get tenure. Academics must adapt to changing demands, skills, and knowledge to succeed (Sovacool, 2023; Diego-Medrano & Salazar, 2021). Research pressure keeps academics at the forefront of their fields, encouraging continuous learning (Mathieson, 2019). When welcomed, this readiness helps to avoid the emotions of fear and powerlessness connected with too demanding tasks (Guthrie et al., 2017). Academics who embrace learning see challenges as opportunities for growth, improving their mental resilience and well-being (Kao, 2024).

New technologies, methods, and pedagogical tools affect learning readiness in higher education (Chugh et al., 2023; Panakaje, 2024). Learner-focused academics support these trends (Perkmann et al., 2013). Flexibility improves performance and reduces stress during changes.

Considering the above, we posit that-

P3: Academics with high learning readiness will have better mental health and adaptability.

2.7. Orientation towards Education

The component on Orienting to Learning emphasizes the transition in adults from subject-centered to problem-centered learning (Knowles, 1980; Palis & Quiros, 2014). Academics in research, instruction, and administration face difficult problems that require creative solutions (Valdés Sánchez & Gutiérrez-Esteban, 2023; Panda & Gupta, 2014). Problem-driven academics are happier because they can apply knowledge to real-world issues (Tadesse, Tadesse, & Dagnaw, 2022). Problem-centred academics can focus on pressing issues in their field, fostering a stronger sense of purpose and reducing the need to publish (Hammoudi Halat et al., 2023) in research. Mental health benefits inspire academics who believe their work will improve society (Urbina-Garcia, 2020). Academics who collaborate better and prioritise real-world information over theory reduce student evaluation and classroom management stress, increasing student engagement and satisfaction (Kamran et al., 2023).

Given this, we posit-

P4: Problem-centered learning improves mental health and academic burnout.

2.8. Learning Motivation

Finally, Adult Learning Theory's learning motivation affects academics' mental health (Knowles, 1980; Taylor & Hamdy, 2013). Self-fulfilment, career satisfaction, and goal achievement motivate adults, according to Knowles, Holton, & Swanson (1998). Intellectual curiosity, professional growth, and scholarly community participation can motivate learning in a research-oriented academic setting (Knowles, 1987; Panda & Gupta, 2014). Unrealistic expectations and difficult assignments can destroy intrinsic motivation and cause burnout. Academic ambition must be balanced with deep purpose. To avoid overwhelm and isolation, academically motivated people seek professional development, networking, and collaboration (Boamah et al., 2022; 2023). Knowledge helps academics to focus on long-term goals rather than immediate needs, improving well-being. Continuous learning and development will help academics feel like they're progressing and succeeding, reducing temporary academic pressures and stress (Van Tonder, Kloppers, & Grosser, 2022).

Thus, from the above perspectives, we may posit that -

P5: Learning motivation improves academics' mental health.

3. DISCUSSION AND IMPLICATIONS

The interaction between Adult Learning Theory (ALT) and the enhancement of mental health and well-being among academicians in research-driven environments informs the conceptual framework of the present study (refer to Figure 1). The present body of studies leaves a significant void on the exact processes by which the ideas of adult learning might improve mental health, foster well-being, and lower stress in educational settings. Despite the widespread use of ALT in professional development, there is a lack of studies examining its specific impact on the mental health and well-being of academicians balancing the dual responsibilities of research

and instruction (Knowles, 1980; Merriam & Bierema, 2014). Learning orientation, motivation, self-concept, and experience improve academic mental health, according to this paper. These suggestions can help academics improve work-life balance, resilience, and adaptability (Tough, 1979). Adult learning concepts help academics manage stress and improve mental health (Van Tonder et al., 2022). Understanding how people, particularly academics, engage with learning and growth forms the deep foundation of ALT (Donovan, 1999). Within the study's framework, ALT denotes a collection of cognitive and emotional resources that academicians can use to manage the complexities of their profession. Adult Learning Theory asserts that the necessity for autonomy, relevance, and the ability to integrate earlier experiences into new learning contexts drives adult learners (Knowles, 1980; Taylor & Hamdy, 2013). As they are more equipped to control academic pressures and well-being, academicians who engage in experiential reflection and self-directed learning are therefore more likely to have better mental health (Merriam & Bierema, 2014). ALT also suggests that adult learners who take courses related to their careers are more likely to enjoy learning (Halpern & Tucker, 2015). Supportive work environments improve academics' cognitive and emotional abilities by preparing them to learn. This increases resilience, adaptability, and creativity, expanding cognitive and emotional abilities. Academics show flexibility by improving their performance and well-being, believing they are more qualified and competent (Jumonville, 2014). This view of ALT as a tool for mental health and well-being helps colleges support academics (Hammoudi Halat et al., 2023). Moreover, ALT emphasises the need for inspiration for the learning process. Academics who possess intrinsic motivation for ongoing professional development are more inclined to attain a sense of purpose and fulfilment in their job (Merriam & Bierema, 2014). Intrinsic motivation, when coupled with chances for learning and development, cultivates vitality and engagement in academic professions, hence diminishing burnout and enhancing mental health and well-being (Knowles, 1980). The study posits that ALT principles function as both direct and indirect processes that enhance faculty well-being and mental health. Consistent with this framework, ALT integrates the principle of experience-based learning, emphasising the significance of reflecting on prior professional experiences to enhance current practice. Academics utilise earlier experiences to build coping mechanisms for addressing the problems inherent in teaching and research (Tough, 1979). This reflective process not only improves self-efficacy but also cultivates a sense of control and mastery, thereby reducing feelings of distress and promoting mental well-being (Hammoudi Halat et al., 2023). Finally, this study implies that Adult Learning Theory offers a complete structure for understanding the mental health and well-being of scholars in research-driven surroundings. Emphasising self-directed learning, experience, readiness, learning orientation, and motivation, ALT offers colleges a framework for developing strategies that support their academicians. Professional development programs that incorporate ALT ideas are likely to improve academic staff mental health, fatigue, and job satisfaction.

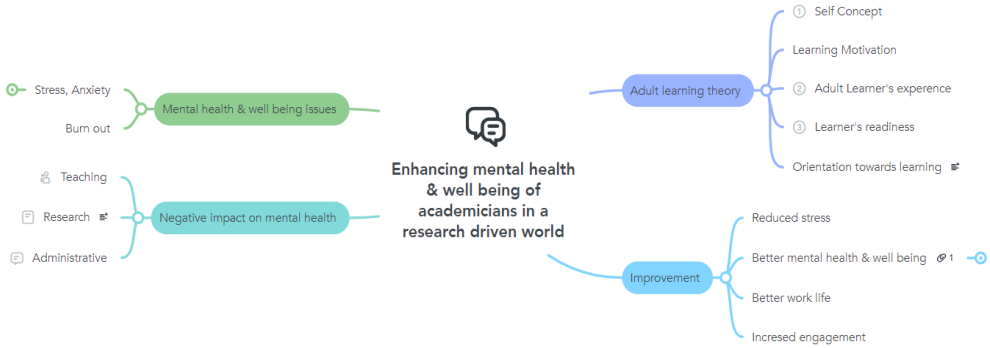


Figure 1: Conceptual Model developed by the Authors.

3.1. Theoretical Implications

The study makes many intriguing theoretical contributions. First, it expands research on adult learning theory and mental health and well-being in education. Though many studies have looked at mental health in many professional contexts, there is a dearth of studies specifically looking at the particular pressures academicians in research-driven environments experience (Baker & McCarthy, 2020). This work is significant since it clarifies the complex link between adult learning practices and mental well-being, so providing insights is vital for understanding the particular problems experienced by academics. Second, this study combines Adult Learning Theory with mental health and well-being principles to better understand how learning settings affect psychological outcomes. Understanding the complex relationships between adult learning principles, stress, burnout, and mental well-being provides a framework for future empirical research (Knowles, 1975; Merriam & Bierema, 2014). This study aims to explore the relationship between self-concept, experience, learning orientation, motivation and enhancement of academician's mental health. By understanding these concepts, academicians can enhance their work-life harmony, their resilience and their adaptability (Tough, 1979). In this perspective, institutions of higher learning which adopt concepts of adult learning will promote work stress

management among academicians and elevate their mental wellness (Van Tonder et al., 2022). This extension improves theoretical discussions about learning and mental health and well-being, prompting further research.

A comprehensive framework linking diverse theoretical perspectives is created by integrating adult learning theory and mental health literature. This interdisciplinary approach helps academics understand how adult learning practices can improve mental health, enriching discussions about incorporating well-being practises into higher education (Pritchard & McLellan, 2017). The report reveals that it would be recommendable for the educational institutions to focus on mental well being and exam performance in a bid for a more global outlook of college education.

3.2. Practical Implication

Practical Implication This study proposes strategies to enhance academics' mental health while conducting research. Adult Learning Theory helps in the enhancement of professional development and academic resilience (Merriam & Bierem, 2014). Continuous professional development with adult learning helps academics manage stress, exhaustion, and community (Knowles, 1975). A supportive workplace fosters collaboration and open communication. Universities have a duty to create a conducive environment for studying and motivation as well. If such an environment is created, it not only relieves the stress level of students, but it also gives them the means to be successful in their academic endeavors and for them to be more content and healthy with their mental health (Hammoudi Halat et al., 2023). It is important for management to understand the significance associated with the implementation of the mental health projects in the education sector. This can be achieved via the adoption of wellness programs which focus on stress management, mindfulness and work life balance. Counseling and resilience training support academically active people to deal with research limitations. As per the context provided by Hammoudi Halat and Melnyk (2023), it suffices to offer academics resources such as counselling services and resilience courses to manage research limitations efficiently. Furthermore, encouraging faculty members to engage in informal social contacts can help to restore their mental health. Institutions can help faculty create the social ties that are necessary for mental health by encouraging them to participate in joint research projects and social events (Mosleh et al., 2022). The sense of having their contributions appreciated generates increased passion and zest among academicians. There is need for a harmonious relationship between academics and other stakeholders. Policies such as telecommuting and flexible working time arrangements are necessary to achieve this, thereby allowing academics to juggle their work and personal life comfortably. By offering faculty time management tools and resources, institutions may create a positive and supportive climate that encourages collaboration and recognizes accomplishments (Mosleh et al., 2022). To ensure that these tactics result in increased mental health and well-being, institutions must align their support systems with these goals. This includes establishing feedback systems aimed at providing an assessment of professional development and mental health programs. Regular evaluation can help on tweaking and upgrading strategies so that their relevance to the needs of the academic staff remains strong. This too helpful plan brings not only a better effectiveness of the institution as a whole but also creates more stronger, more involved and efficient employees in academia thus enhancing self welfare.

3.3. Limitations and Future Research Agenda

We would like to encourage future researchers to make empirical analysis and test the proposed framework, especially for the interplay between adult learning theory and mental health in an academic setting. The study does not look into potential moderators that could alter the correlations indicated in the model. Aspects like institutional support, academic pressure , and the organization of the institution may then be taken up in the future with the aim of providing more comprehensive information on the variables included in this study and their interplay in an academic and working environment among academic staff. Besides, it can be assumed that future research provide extra information which helps expand the suggested conceptual framework by employing longitudinal data. Such a strategy can raise the level of confidence with regard to the model by revealing changes and how the different aspects work together with the model over a period of time thus explaining how mental health and well being fares through different practices of adult learning and policies that influence institutions.

Lastly, to enhance the practical applicability of the research results, we suggest that future researchers extend the size of their study samples by including data from many academic context such as the different category of the institutions for example private SMEs or universities and different disciplines settings.

In the end, it is this kind of research which could also help in devising better techniques for securing faculty members' mental health and well-being based on satifying their needs in a variety of educational settings.

4. CONCLUSION

The article adds that Adult Learning Theory (ALT) is universal in its application in the context enhancement of the mental health and general well-being of professional academics in the research pavilion. The envisaged conceptual framework, as depicted in Figure 1, specifies the linkage between ALT's principles and academic mental well-being, one of the relevant gaps that the current studies have ado not addressed regarding the application of adult learning to reduce stress and improve the wellbeing of faculty members. While this

framework extends the body of literature, the study focused on the key tenets of ALT which addressed self-concept, experience, readiness to learn, leaning and motivation as processes which could improve Academics wellbeing. Educational institutions, for instance, must teach and help students to be resilient so that they can face the challenges of balancing one's work (teaching) and personal life (Knowles, 1980; Merriam & Bierema, 2014). Teacher professional development that utilizes ALT approaches is likely to be effective in enhancing teacher welfare, reducing stress and burnout and improving overall mental health. For one, this article adds to the field by offering theoretical insights. In addition, this broadens the literature on mental health and wellbeing in educational contexts by including the adult learning theory to draw attention to the mental health challenges that scholars have inordinate stressors. This research integrates the approaches of ALT and mental health in order to relate the thesis on educational approaches so as to create a framework for future research (Knowles, 1975; Merriam & Bierema, 2014). This research also enables practical suggestions to be sent to universities so as to ensure mental health and well-being for their teachers. In this sense these institutions improve the mental health and academic success of the students through providing a comfortable environment, promoting joint work and ALT principles oriented professional development. Also the faculty should consider implementing wellness programs directed on stress management and work life balance that might foster resilience, mental health and well being of the faculty members. As a matter of theory, the research is based on empirical substantiation of the performance components of the proposed model under academic processes in real life settings. Future research should expand the view by examining factors such as organizational support and academic workload which may alter the structure of mental health and well-being of academic staff. Longitudinal investigations should offer more insights on the evolution of mental health in relation to structures and policies as well as adult learning programs available in the institutions.

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