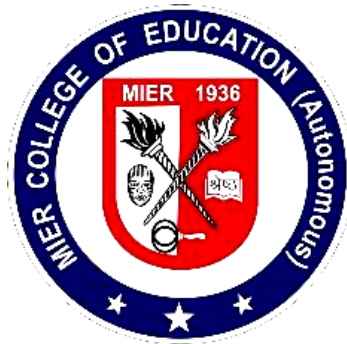


**AN ANALYSIS OF THE RELATIONSHIP BETWEEN
TEACHER'S SUBJECTIVE WELLBEING AND THEIR
OCCUPATIONAL RESILIENCE**



**DISSERTATION
(COURSE CODE: P-603)**

Submitted

**in partial fulfillment of the requirements for the
award of the Degree of
B.A. (Honours) in Psychology**

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SUPERVISOR'S CERTIFICATE

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CHAPTER I

INTRODUCTION

Teachers perform numerous tasks and activities such as carrying out education and training activities, following the rules of the civil service, entering classes regularly, fulfilling their responsibilities, communicating with school stakeholders, performing other duties assigned by the state, and adapting to the changes they face (Çetin, 2017). Teachers, encountering problems from time to time in performing these activities, are influenced by everything from work performance to health (Tagay, & Demir, 2015). While some teachers continue their work with full of power and energy despite the problems they face, others may feel powerless and imperious. It is probable that teachers' past experiences and personality traits play a vital role in demonstrating these behaviors. The fact that individuals exhibit different behaviors in their professional lives by evaluating their own lives from their own perspectives unearths the concepts of "resilience" and "subjective well-being".

OCCUPATIONAL RESILIENCE

Teacher resilience is a concern for the profession worldwide. Resilience is the capacity to "overcome odds" and demonstrate the personal strengths needed to cope with hardship or adversity (Boniwell & Ryan, 2012). Richardson and his colleagues referred to resilience as "the process of coping with disruptive, stressful, or challenging life events, in a way that provides the individual with additional protective and coping skills than prior to the disruption that results from the event" (Richardson et al, 1990). It is a characteristic that varies from person to person, and it can increase or decrease over time.

Resilience is the transformation of the perception of stressful events into less stressful terms with the individuals' use of optimistic cognitive appraisals and adaptive coping strategies (Hayslip, & Hobdy, 2003). Resilience holds three dimensions such as commitment, control and challenge. Commitment is a sense of purpose and self understanding developed by an individual with full engagement in activities rather than retreating into isolation. Control dimension reflects the belief that persons feel they have the power turn an unfortunate situation into an advantageous one.

Challenge dimension is the idea that people see change as natural and an opportunity to continue to grow rather than as a threatening factor for security (Maddi et al., 2006). Tagay and Demir (2015) defined teachers' occupational resilience as “the belief that they can adapt to the difficult conditions of the teaching profession and that they can cope with obstacles and maintain their commitment to the profession” (p. 1606). Teachers gain resilience competence as a result of overcoming risk factors with their internal and external protectors (Beltman et al., 2011; Ülker et al., 2013). The internal and external protectors of teachers are to have positive values, to develop a sense of humour, to be able to communicate, to be courageous, to be highly motivated, to manage emotions, to be successful (Price et al., 2012), to take part in positive social relations, to be happy, to stay away from crime-oriented behaviors, wellbeing, acceptance by friends, life satisfaction, positive working environment, taking part in out-of-school activities (ÜlkerTümlü, &Recepoğlu, 2013). It is of great importance in terms of the quality of education to examine the relationship levels of internal and external protectors and occupational resilience as well as the realization of improvement activities in this direction.

Tagay and Demir (2015) defined teachers' occupational resilience as “the belief that they can adapt to the difficult conditions of the teaching profession and that they can cope with obstacles and maintain their commitment to the profession” (p. 1606).

Teachers gain resilience competence as a result of overcoming risk factors with their internal and external protectors (Beltman, et al., 2011; Tümlü, &Recepoğlu, 2013). In addition, occupational resilience may tend to decrease over time (Brouskeli et al., 2018). The high level of teachers' occupational resilience increases teachers' commitment to the profession while decreasing their tendency to leave the profession, and plays a significant role in coping with the stress encountered while performing the profession (Sezgin, 2012).

SUBJECTIVE WELLBEING

“Subjective Well-Being” is used as an umbrella concept that entails other concepts as it is an individual's self-appraisal (Aykaç, 2016; Türkmen, 2012). Diener (2000) defined subjective well-being as one's broader judgements about his or her life as a whole. Sasmoko et al. (2017) described the terms as cognitive and affective

evaluations of people against their lives. Subjective well-being consists of satisfaction with life, the relative presence of positive emotions, and the absence of negative emotions (Myers and Diener, 1995). Türkmen (2012) there are limited studies regarding the teachers' subjective well-being such as teachers' life goals and social support (Öztürk, 2015), the predictive role of school life quality and burnout on subjective well-being (CenksevenÖnder, & Sarı, 2009), the Turkish adaptation of teacher subjective well-being scale (Ergün, & Nartgün, 2017), mobbing, subjective well-being and professional satisfaction (Aykaç, 2016), teachers' subjective well-being (Yakut, 2018). The first research on subjective well-being focused on the reasons of subjective well-being, the negative effects of stress, burnout on subjective well-being, while recent research has focused on the effects of subjective well-being and its positive relationship (positive relationship, healthy working environment, self-efficacy). (Diener, & Ryan, 2009; Renshaw et al., 2015)

High level of teachers' subjective well-being provides various benefits to individuals and therefore to societies (Diener, & Ryan, 2009; Öztürk, 2015); moreover, it improves the quality of the education for the students and positively affects the relationship they will establish (Öztürk, 2015). Therefore, the determination of teachers' occupational resilience and subjective well-being levels as well as the identification between these two concepts are of great need for the studies that will increase the quality of education.

Teachers perform numerous tasks and activities such as carrying out education and training activities, following the rules of the civil service, entering classes regularly, fulfilling their responsibilities, communicating with school stakeholders, performing other duties assigned by the state, and adapting to the changes they face (Çetin, 2017). Teachers, encountering problems from time to time in performing these activities, are influenced by everything from work performance to health (Tagay, & Demir, 2015). It is probable that teachers' past experiences and personality traits play a vital role in demonstrating these behaviors. The fact that individuals exhibit different behaviors in their professional lives by evaluating their own lives from their own perspectives unearths the concepts of "resilience" and "subjective well-being".

The internal and external protectors of teachers are to have positive values, to develop a sense of humour, to be able to communicate, to be courageous, to be highly

motivated, to manage emotions, to be successful (Price et al., 2012) to take part in positive social relations, to be happy, to stay away from crime oriented behaviors, wellbeing, acceptance by friends, life satisfaction, positive working environment, taking part in out-of-school activities (Tümlü, &Recepoğ).

SIGNIFICANCE OF THE STUDY

The analysis of the relationship between teacher subjective wellbeing and occupational resilience is significant. Teachers' subjective wellbeing is crucial for their mental health and overall quality of life. Understanding the factors that contribute to or detract from their wellbeing can help in creating more supportive work environments and in developing interventions to enhance their personal and professional lives. Resilience in the workplace, especially in a challenging field like teaching, is essential for coping with stress, adapting to change, and thriving in the face of difficulties. By studying the relationship between wellbeing and resilience, researchers can identify strategies to bolster teachers' ability to bounce back from challenges. Teachers who experience high levels of wellbeing and resilience are more likely to be effective in the classroom. Their positive state can lead to better teaching practices, higher levels of student engagement, and improved student outcomes. In summary, analyzing the relationship between teacher subjective wellbeing and occupational resilience is vital for enhancing the quality of life of teachers, improving educational outcomes, and creating a more effective and sustainable educational system.

OPERATIONAL DEFINITION

Subjective Wellbeing

Teacher's subjective well-being refers to the overall evaluation of their psychological and emotional state, encompassing positive affect, life satisfaction, and a sense of fulfillment derived from their personal and professional experiences within the educational context. It includes both hedonic aspects (experiencing positive emotions and life satisfaction) and eudaimonic aspects (sense of purpose, autonomy, and competence).

Occupational Resilience

Occupational resilience refers to the capacity of teachers to adapt, cope, and maintain psychological well-being in the face of professional challenges, stressors, and adversities encountered within the teaching profession.

OBJECTIVES OF THE STUDY

The objective of research project summarizes what is to be achieved by the study. In view of the available literature & importance of the topic, the following objectives were set: -

1. To find out the difference between subjective wellbeing of private and government school teachers.
2. To find out the difference between occupational resilience of private and government school teachers.
3. To find out relationship between occupational resilience and subjective well private and government school teachers.

HYPOTHESIS OF THE STUDY

1. There will be significant difference between subjective wellbeing of private and government school teachers.
2. There will be significant difference between occupational resilience of private and government school teachers.
3. There will be significant relationship between occupational resilience and subjective well private and government school teachers.

DELIMITATION OF THE STUDY

1. The study focuses specifically on teachers having ages of 30 to 50. This excludes younger children and adults.
2. This study is limited to the population of Jammu district.

CHAPTER II

REVIEW OF LITERATURE

INTRODUCTION

A literature review is a thorough summary of earlier studies on a subject. The literature review examines scholarly books, journals, and other sources that are pertinent to a particular field of study. The importance of review of literature is very heavy in the research process where every researcher wanted to have. Identify the need for additional research (justifying your research) and Place your own research within the context of existing literature making a case for why further study is needed. The major purpose of reviewing the literature is to determine what has already been done related to the topic and Identify the need for additional research that can relate to one's problem. It involves the systematic identification, Identification of the relationship of works in the context of its contribution to the topic, location and analysis of documents containing related information about the problem. The review of published literature is a faithful source of information where one can place their own research within the context of existing literature making a case for why further study is needed and it helps to show the relationship between completed research and the topic under investigation. A theoretical framework sharpens research objectives, suggests what variables should be eliminated as no meaningful and hence wasteful, increasing the likelihood of significant findings, simplified the complex task of interpreting results, aids in interpreting the result, aids in interpreting meaningful even if non significance result and makes research cumulative from one study to the next.

STUDIES RELATED TO OCCUPATIONAL RESILIENCE AND SUBJECTIVE WELL BEING

Dreer (2024) studied relationship between job-related well-being and job satisfaction. It investigates the extent to which the well-being domains of (P) positive emotions, (E) engagement, (R) relationships, (M) meaning and (A) achievement are linked to job satisfaction. Analyses further specified that, of the five factors, positive emotions provided the strongest contribution in predicting job satisfaction. The results suggest

that the job-related well-being of teachers, especially positive emotions in the workplace, play an important role in teachers' job satisfaction and their wellbeing.

Zhang (2023) explored reviews evidence on teachers' resilience (TR) and wellbeing (TWB) on foreign language teaching enjoyment (FLTE). This review improves the understanding of the multi-dimensional, dynamic and context-dependent structural attributes of TR and TWB, as well as the relationship between them and the FLTE. The literature review verifies the positive effects of teachers' positive optimism, self-efficacy, positive teacher-student relationship, teacher support and pro-social dynamic classroom environment on TR and TWB under person-context interaction, and also confirms that TR and TWB have predictive effect and significant impact on personal enjoyment, social enjoyment and student appreciation of FLTE three-factor structure. This paper finally explains its pedagogical significance and provides some suggestions for expanding the research on antecedent variables related to FLTE.

Lisa(2023) examined the relationships among perceived organizational support, teacher well being, and teacher resilience in secondary school teachers. An explanatory sequential mixed methods research design was applied. In phase one, survey data were collected from school teachers and structural equation modeling was used to analyze the structure of the relationships between the variables of interest. In phase two, using a phenomenological approach, follow-up interviews were conducted with a subset of teachers to examine the lived experience of teachers with high and low levels of teacher resilience. Teachers with high resilience attributed their resilience to school support (supportive leaders, colleagues, being treated as a professional, recognition, teamwork, and adequate resources) and personal protective iv factors (effective teaching skills, relationships, compartmentalization, previous experiences, and mindset). Teachers with low resilience experienced more threats to their resilience (unsupportive leaders, feeling invisible, post-COVID era challenges, bureaucracy, lack of colleague support, and fixed mindset).

Konstanze Schoeps, et al, (2023) investigated burnout syndrome in Chilean teachers during confinement and the potential emotional mediating effects of concerns about COVID-19, emotional balance, life satisfaction, and resilience. Using a cross-sectional design and incidental sampling, 614 teachers from various educational levels took part in the study. Descriptive statistics, Pearson's correlations, hierarchical

regressions, and mediation models were used to analyse the self-report data. The findings showed that burnout was linked to mental health issues prior to the pandemic, increased concerns about COVID-19, and decreased resilience and emotional balance. The associations between burnout and concerns about COVID-19 were moderated by emotional balance and resilience.

Morteza et al., (2023) explored the critical roles of emotional intelligence, increasing job demands behaviour and subjective well-being in teachers' performance throughout their gender. Sample of 602 primary school teachers were taken in this study. Increasing job demand behaviour had a stronger mediating effect than subjective well-being on the relationship between emotional intelligence and teachers' performance in both genders.

Teuna Cornelia Jenny Ostermeier, Willem Koops, Riccardo Peccei (2023) While it is commonly acknowledged that teachers' well-being is vital, little is known about how job factors affect an individual's subjective well-being. This study examined how certain aspects of a work affected an individual's subjective well-being. The effects of job characteristics on teachers' subjective well-being among teachers in Britain are examined using nationally representative employee data. The results imply that there is a strong case to be made for schools to apply the job demands-resources model in order to preserve and increase teacher job satisfaction and negative affect. To determine the relative importance of employment qualities in relation to subjective well-being, multiple regression analyses were conducted.

Patangia and Jaiprakash (2023) These challenges have been compounded by online learning, as teachers must now manage virtual classrooms and attend to the special requirements of students in remote learning environments in addition to adjusting to new technologies. During the COVID-19 epidemic, the goal of this study was to determine how work cognition (WCog) and subjective well-being (SWB) related to female professional educators. The moderating role of resilience (RSL) on the correlation between WCog and SWB is also investigated in this study. Data was gathered via an online survey from 181 female professional educators in India using a purposive sample technique.

Pan (2022) explored the relationship between emotional intelligence and self-efficacy

in trait mindfulness and subjective wellbeing. In this study, 323 Chinese kindergarten teachers were measured using the Five Facet Mindfulness Questionnaire, Emotional Intelligence Scale, General Self-efficacy Scale, and Subjective Wellbeing Scale. The study found that subjective wellbeing can be predicted directly from trait mindfulness ($\beta = 0.257, p < 0.001$). Emotional intelligence could mediate the relationship between trait mindfulness and subjective wellbeing ($\beta = 0.165, p = 0.006$). Self-efficacy could mediate the relationship between trait mindfulness and subjective wellbeing ($\beta = 0.078, p = 0.032$). In addition, emotional intelligence and self-efficacy played a sequential mediating role between trait mindfulness and subjective wellbeing ($\beta = 0.072, p = 0.005$). This study revealed the relationship between kindergarten teachers' trait mindfulness and subjective wellbeing through structural equation modeling and understood its role path, enriching the research on the Chinese preschool teachers in the field, and providing a literature reference for the international community to understand the Chinese kindergarten teachers.

Kanagaraj & Anjum (2022) explored that there are various causes identified for this work-related burnout of teachers in various research studies that affect their day-to-day life and their subjective well-being too. The methodology of this study was the quantitative type of descriptive analysis, with a simple random sampling method as a sampling technique for collecting the basic data. There were a total of 156 people as samples from both male and female teachers working around Tamil Nadu. It was found in the result that the same effect caused to male and female teachers' subjective well-being due to their burnout and burnout is a reason for the effect on those teachers' subjective well-being. It was concluded that there is no significant difference on male and female teachers for both burnout and teachers subjective wellbeing.

Yang & Chan (2022) investigated the multilevel relationships among 1711 teachers from 58 middle and high schools in China between their victimisation experience and student violence directed against them, the school climate, and their subjective well-being (i.e., school connectedness and teaching efficacy). Teachers in schools with higher levels of teacher victimisation scores at the school level perceived a higher level of teaching efficacy, according to hierarchical linear modelling analyses, but teachers who reported more frequent teacher victimisation felt less effective in their role as educators. The negative correlation between teacher victimisation and

teachers' subjective well-being at the teacher level was amplified in schools with a more favourable school environment, even though there was a positive relationship between teacher well-being and school climate at both the teacher and school levels.

Kumar (2022) found impact of intervention Job satisfaction and the relationship between job performance and characteristics like employee subjective well-being (SWB) may be impacted. Using the broaden-and-build model as the theoretical foundation, a conceptual model was created in which SWB acts as a moderator in the relationship between JS and JP. Necessary Condition Analysis (NCA), a novel contribution to the study, is one aspect. Participants in the study included 395 instructors from private engineering colleges. The findings showed that both directly and indirectly through subjective well-being, teachers' job happiness influences their job performance.

Fu and Wang (2022) investigated the relationship between social support, self-efficacy, and subjective well-being of special education teachers in China. They discovered that special education instructors in China had a middle degree of subjective well-being. Subjective well-being levels among teachers differed significantly depending on their gender, position, educational background, and age of teaching. Subjective well-being was higher for male teachers; subjective well-being for head teachers was lower than for non-head teachers; teachers with postgraduate training showed higher levels of tension and relaxation than those with junior college training; the control scores of emotions and behavior of teachers with three years of teaching experience

Huang et al, (2021) investigated aligning well-being and resilience in education (AWARE) cognitive model to understand how resilience develops and maintains the well-being of primary school teachers in China. Sample of 351 primary-school teachers were taken. The results of our survey indicated the following: (a) resilience positively predicted social support and teacher well-being; (b) social support was found to be a significant predictor, indicating a positive association with teacher well-being; and (c) social support mediated the relationship between resilience and teacher well-being.

Kara and Kürsüd (2021) investigated the direct and indirect links between pre-service

teachers' perceptions about occupational resilience, their attitudes towards the teaching profession, and their propensity to participate in extra-role behaviours. 430 pre-service teachers who enrolled in four distinct programmes at a Turkish state institution make up the sample. Data were gathered for the study using the extra-role behaviours scale (teacher form), the occupational resilience beliefs scale for pre-service teachers, and the attitudes towards teaching profession scale. In order to investigate the mediating and regulated mediating function of the occupational resilience belief in the relationship between attitudes towards the teaching profession and extra-role behaviours, the researchers used hypothesis models.

Sufe (2021) investigated their current circumstances. It is also important to note how these factors are changing dynamically in response to social changes and how they relate to one another. A cross-temporal meta-analysis of 51 reports, encompassing 13,600 instructors, that measured the subjective well-being (SWB) of educators from 2002 to 2019 was carried out in this study.

Hu and Guo (2021) examined the relationship between resilience and subjective well-being among rural primary and secondary school teachers and the mediating role of self-control. Methodology: A sample of 320 rural primary and secondary school teachers in Sichuan Province participated and completed the Resilience Scale, Inventory of Life Satisfaction, Positive and Negative Emotion Scale, and Self-Control Inventory in this study. Resilience had a direct effect on subjective well-being and an indirect effect on subjective well-being through self-control. The resilience of rural primary and secondary school teachers can directly affect their subjective well-being and can improve their subjective well-being through the mediating role of self control.

Song and **Qing Gu** (2020) examined the nature of teachers' subjective wellbeing. The results show that although teachers' judgement of the quality of life in their workplaces reflects the strengths of their altruistic values and their capacity to fulfil these values, such judgement is adversely moderated by their income satisfaction. The research adds new evidence to current debate on the quality retention of teachers.

Kumar (2020) investigated the direct and indirect relationships between workplace spirituality and teachers' subjective well-being through job satisfaction and

performance. 395 instructors employed at different private engineering schools in the states of Telangana and Andhra Pradesh provided data via a survey instrument. The findings indicated a direct association, albeit a modest one, between workplace spirituality and subjective well-being. It's interesting to note that the results showed that teachers' job happiness and performance had a good and significant indirect association with workplace spirituality and subjective well-being.

Wingerden and Poell (2019) highlighted the importance of employees' experience of meaningful work. Data for this study was collected among a group of Dutch teachers working in a school for primary education ($N = 174$). The outcomes revealed that work engagement and job crafting fully mediated the relationship between meaningful work and teacher's resilience. The insights provided in this study may be useful for the deliberate cultivation of teachers' resilience and may help them to stay enthusiastic in their meaningful but demanding profession. Theoretical contributions, limitations, suggestions for future research and practical implications are discussed.

Cetin (2019) investigated on subjective well-being and their occupational resilience. The sample taken for the study was 346 teachers. This research deployed "Personal Information Form", "Teacher Subjective Wellbeing Questionnaire (TSWQ)" and "Occupational Resilience Beliefs Research findings revealed that the teachers' perception levels regarding subjective wellbeing and occupational resilience beliefs were quite high. A medium, positive and significant relationship was noted between the teachers' subjective well-being and their occupational resilience. The subjective well-being of the teachers was found to significantly predict the occupational resilience and explains 71% of the total variance.

Soykan et al.(2019). Teaching is one of the most stressful occupations. This study explores how teachers' psychological capital — a combination of hope, resilience, optimism and self-efficacy is related to stress, wellbeing, appraisal and coping. Teachers ($n = 1502$) ranging across the overall country. Teachers with more psychological capital reported less stress and more wellbeing, saw work demands more as challenges than threats, and reported using more task focused and less emotion-focused coping strategies. Psychological capital appeared to be directly related to increased wellbeing and reduced stress. Given the importance of teacher wellbeing for the profession and for students, we need ways to build teachers'

personal resources and, importantly, to ensure that teaching environments support wellbeing.

Rahm (2019) showed that having high levels of well-being is linked to extra advantages that enhance teachers' professional performance, particularly in the field of positive psychology. Consequently, a programme was created to promote subjective well-being that included activities before to, during, and following meetings in addition to one training day and two booster sessions. The training programme comprised of five weeks of face-to-face time of around ten hours and three hours of exercises. The conditions and effects of both happy and negative emotions on wellbeing, emotion control, time management, appreciating and savouring, and the use of positive psychological therapies (such as Three Good Things) were the main topics covered. Examinations of intended contrasts using a waiting

Skachkova and Klimenko (2019) examined the subjective well-being indicators of scientific and pedagogical staff members at top Russian institutions, drawing on applied research. The study's empirical foundation consists of data from a mass survey of 246 professors at federal institutions and the outcomes of eight focus groups in which over sixty university employees participated. The idea behind research on subjective well-being is to examine how an individual rates different facets of his life using his cognitive and affective processes. According to the study's findings, situational pleasant emotions outweigh negative ones among the university workers surveyed, and their degree of happiness is somewhat greater than the average for all of Russia.

Tang (2018) studied about rural teachers in mainland China to offer a multi-dimensional conceptual framework for analysing subjective well-being (SWB) of rural teachers through an interdisciplinary lens. The findings show that a variety of factors, including class size, salary, professional training, administrative position (in the school dimension), gender, age, and marriage (in the family dimension), have a substantial impact on rural teacher SWB. The perception of relative pay by rural instructors is significantly more significant than that of absolute wages. Furthermore, the SWB of administratively employed rural teachers is often greater, indicating a need for their involvement in school management.

Balode (2018) carried out a research on a sample of 156 middle and high school teachers from the Republic of Moldova. The study was conducted in two stages: the first stage aiming to investigate to what extent school teachers are affected by burnout and what are the main symptoms they typically manifest in their teaching activity. The second stage was focused on examining a range of organizational and person related burnout factors in accordance with the conceptual framework of organizational health, which suggests adopting a more comprehensive approach to issues related to stress and burnout.. It was found that majority of teachers display such symptoms of burnout as the feeling of overload due to excessive involvement in their job tasks resulting from their strong need to demonstrate high performance. The lack of control over the results of their teaching activity and the lack of acknowledgement of the efforts invested are other two major symptoms of burnout.

Brouskeli et al.(2018) investigated Greek secondary teachers' resilience and occupational well being. We aimed to detect the role of participants' demographic characteristics and schools' characteristics, as well as the relationship of teachers' resilience with their occupational well being. Two hundred and one secondary teachers from fifteen secondary schools participated. Results revealed that the urbanisation level of the school seemed to affect resilience as well as occupational well-being. Teachers' scientific specialisation seemed to be related to their resilience levels.

Fischer (2018) et al. have identified different patterns of these behaviors and experiences. The present study deals with the question whether these patterns are also identifiable in prospective teachers. Lastly, the study concentrates on the existence of specific gender related differences within the group of student teachers. For this purpose, 851 students were interviewed. The results of the Latent Profile Analysis refer to a solution with four profiles which could be verified with the help of a discriminant analysis. Comparing the proportion of the profiles according to different courses of studies, significant differences are detected.

Fitch (2017) examined teachers' subjective well-being in connection to both their jobs and various aspects of their personal experiences. Participant instructors are employed by private organisations founded by the civic society to provide basic education, catering to the needs of the

socially and economically disadvantaged groups not included in the state system. The instrument's validity and reliability were determined using the Cronbach Alfa index and exploratory factor analysis, which were used to 183 Mexican instructors participating in the pilot test. The conclusions point to potential applications of this validated instrument for the development of tactics that support the holistic well-being of upcoming teacher generations and a significant rise in educational standards.

Sasmoko et al. (2017) determined the subjective well-being of teachers and how to support them in achieving it. The approach uses a combination of qualitative research—which builds a theoretical construct—as well as observation, in-depth interviews with different parties, and quantitative research—which uses measurement tools like the Likert scale to gauge subjective well-being.

Hung, Chao-Hsiang (2016) believed that instructors' mental health has a good impact on pupils' academic performance. A total of 1214 teachers were selected at random and their work stress levels were assessed using the Subjective Well-Being Scale, the Taiwan Depression Scale, and feedback from peers, parents, and students. ANOVA, Pearson correlations, and structural equation modelling (SEM) were used to evaluate the entire set of data. The findings indicated that 1) PWS varied according to teaching positions. 2) PWS from peers, parents, and students has a major role in contributing to depression. 3) PWS and Depression were effectively mitigated by SWB.

Jalali et al. (2016) The purpose of the study was to look into how Ramhormoz City primary school teachers' subjective well-being, creativity, and job performance related to happiness.

Therefore, using random stratified sampling, 330 people were chosen as the sample size. The Subjective Well-Being Scale by Keyes and Magyarmv, the Oxford Happiness Inventory, the Randsip Creativity Inventory, and the Patterson Job Performance Inventory were among the study instruments used. The study used a correlational methodology, and multiple regression analysis and the Pearson correlation coefficient were used to analyse the data. The findings showed a strong correlation between Ramhormoz City primary school teachers' job performance and their subjective well-being, inventiveness, and level of enjoyment. Happiness and

subjective well-being are the best indicators of job performance, according to regression analysis results.

Renshaw et al. (2015) studied on 185 elementary and middle school teachers. TSWQ's conceptualization and development methods were explained. Result showed that those teachers who have good subjective wellbeing have less burnout as compared to the teachers who have less subjective wellbeing.

Hansen et al. (2015) studied to determine whether psychological capital (PsyCap) mediates the relationship between burnout and subjective well-being as well as the relationships between PsyCap, subjective well-being, and job satisfaction. The reason behind the study's motivation: The study is predicated on the idea that fostering educators' positive traits and strengths might improve student satisfaction in addition to their performance and dedication. Method, design, and methodology of the research

Nunes et al. (2014) analyzed the subjective well-being, the time-use strategies, and the satisfaction with their use of time of PhD-holding professors with and without productivity grants from the National Council for Scientific and Technological Development (CNPq). A total

of 83 professors participated in the study (48 with productivity grants), with an average age of 50 years. A total of 89% of participants were from public institutions. The majority of the participants exhibited high levels of negative affect and low-average levels of satisfaction with their use of time. There was no difference in the subjective well-being or in the satisfaction with the use of time when comparing professors who had received a CNPq grant with professors who had not received a CNPq grant.

Stănculescu (2014) studied on 174 instructors from urban middle and high schools. The goal was to investigate the psychological correlates of the teacher SWB, which included perceived social support (a psychosocial trait related to psychological wellbeing), optimism (a cognitive trait related to psychological well-being), general self-efficacy (core self-evaluation), and self-esteem. Significant relationship was found among all the teachers.

Chan (2013) examined whether forgiveness and gratitude have a greater impact on subjective well-being (life satisfaction, positive affect, and negative affect) than the three orientations together. Forgiveness and gratitude have a strong and significant correlation with one another, the meaningful-life orientation, and subjective well-being. They provided a significant amount of the variance in the subjective well-being prediction over happiness orientations.

Bertieaux, et al, (2012) examined teachers' well-being is one of the factors that can encourage them to stay in the profession. Well-being is a multidimensional concept, and its link with the concept of Psychological Capital .32 articles were analysed. The result indicated that this subject of study particularly affects teachers and that all the sources selected report significant and positive statistical links between well-being and PsyCap.

Dlamini (2011) studied about predictors of life satisfaction and to ascertain the link between these orientations and subjective well-being. The study employed a sample of 175 (N=175) Swaziland teachers. Orientations to Happiness Questionnaire (OHS) (Peterson, Park, & Seligman, 2005) and Satisfaction With Life Scale (SWLS) (Diener, Emmons, Larsen, & Gryphon, 1985) were the two demographic questionnaires employed. Results showed significant difference among all the variable.

Gülaçtı (2010) determined whether perceived social support is a meaningful predictor of subjective well-being. 87 students registered to primary classroom teacher training department joined to this survey. In the phase of data collection, "Subjective Well-Being Scale" and "Multi Dimensional Perceived Social Support Scale" were used. It was discovered that perceived social support predicted 43 per cent of subjective well-being. In addition to this, it was determined that perceived family support predicted subjective well-being, and on the other hand the support which was perceived towards a special person and perceived friend support did not predicted subjective well-being.

Klusmann, et al. (2008) focused on the role of occupational engagement and resilience as two important work-related self-regulatory dimensions that predict occupational well-being and teachers' instructional performance in the classroom.

Self-regulatory data from 1,789 German mathematics teachers were subjected to a latent profile analysis, yielding four self-regulatory types that differed significantly on emotional exhaustion and job satisfaction. Results showed that teachers' self-regulatory type predicted the quality of instruction in three of the four aspects of instructional performance. No association was found between teacher self-regulation and student achievement.

CHAPTER III

METHODOLOGY

INTRODUCTION

Research is a scientific enquiry, definite and systematic procedure to collect data. It helps to find out more information about study in detailed and careful manner. According to Creswell (2008) research is a process of steps used to collect and analyze information to increase our understanding of a topic or issue. It consists of three steps: pose a question, collect data to answer the question, and present an answer to the question. The research methodology is a systematic way to resolve a problem. Methodology helps to contribution towards the success or failure of any research work. A pre-planned and well organized method of research that helps researcher to make scientific and systematic plan for solving the problem under investigation. After selection of the problem, the researcher has to decide suitable procedure and techniques that to be used for investigation according to the nature of research problem.

Research design is an outline or a sequence of steps to be followed for conducting the study in such a way that maximum control will be exercised over factors that could interfere with the validity of the research results. (Polit and Hungler, 1999). The research design includes the researcher's overall plan for obtaining answers to the research questions guiding the study. Types of research design which are commonly used are exploratory, descriptive, correlational, experimental and causal. The present study followed an exploratory research design for deciding the hypotheses. Once the hypotheses were finalized, descriptive and correlational research designs were adopted. Exploratory research design is used for formulating the problem for more clear and definitive exploration. Extensive literature survey was done under exploratory research design to come up with the gaps in the current literature and identify hypothesis to be tested.

SAMPLE

Sampling is the soul of scientific study. A good sample minimizes the error of estimation, is less time consuming, and economical in terms of time and money. The size of sample varies from study to study, methods and nature of population. In the present study, the sample of the study will be 80 teachers of Jammu District.

SAMPLING TECHNIQUE

In the present study the investigator used ‘Random Stratified Sampling Technique’ for data Collection.

RESEARCH TOOLS USED AND ITS DESCRIPTION

The selection of suitable tools is of vital importance for successful research. Different tools are suitable for collecting different kinds of information for various purposes. Selection of tools for data collection depends upon the nature of problem undertaken. For the present investigation the investigator has used the following tools of research:

Work Resilience Scale (ReWoS-24)

Sweet man et al. (2022) It Consist of 19 Items. It consists of 4-point scale. The ReWoS – 24 consists of 24 items, divided into two parts. Form A is about individual characteristics of work resilience and consists of 18 items which are divided into three sub-scales. Items 1-3 relate to general wellbeing, items 4-15 relate to wellbeing at work and items 16-18 relate to satisfaction with job performance. Form B is about characteristics of team resilience and consists of six items. A maximum of 54 points can be scored in Form A; 18 points can be scored in Form B.

Subjective Wellbeing Inventory

The instrument used to measure subjective well-being in this study is the subjective well-being scale, which was developed based on two subjective well-being components from Diener (2009), namely cognitive (life satisfaction) and affective (positive affect and negative affect). This scale was developed by researchers in the form of a Likert scale as an instrument for obtaining empirical data from subjective well-being, with a total of 40 items, each component consisting of 20 items. An

assessment of this scale is 1-4, where the greater the number is chosen indicates the higher level of subjective well-being. Vice versa, the smaller the number chosen will indicate the lower level of subjective well-being

VARIABLES

On the basis of above illuminations and nature of problem following independent variables were selected in present study.

A) DEPENDENT

- Teachers

B) INDEPENDENT

- Subjective Well Being
- Occupational Resilience

STATISTICAL TECHNIQUE EMPLOYED

The collected data was scored according to directions given in the list manuals. Then standard statistical procedures were used to conduct the analysis. In this study, the investigator employed the following statistical techniques

- Mean and Standard Deviation
- Coefficient of correlation

CHAPTER IV

RESULTS AND DISCUSSION

METHOD

This chapter includes the aims and objectives of the present study, the characteristics of the sample, the tools used for the study and the procedure employed along with the precautions taken while selecting the participants for the sample and the statistical procedures employed to analyse the data.

Table 1

Showing frequency distribution of male and female

Gender	Frequency	Percent
M	41	51.2
F	39	48.8
Total	80	100.0

The table provides a breakdown of gender distribution, detailing the number and percentage of males and females within a total sample of 80 individuals. It shows that among the sample, there were 41 males, constituting 51.2% of the total, and 39 females, accounting for 48.8%. which is shown in the fig below.

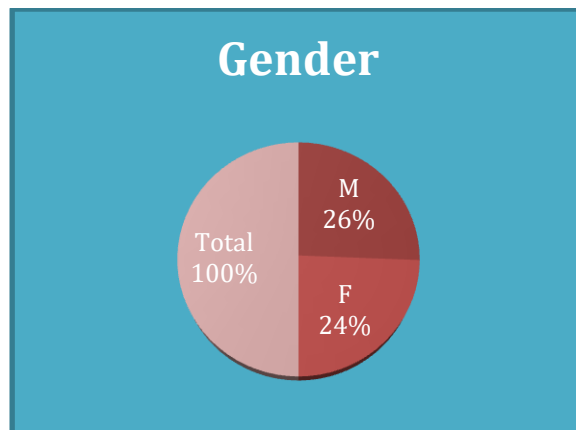


Fig 4.1: Frequency distribution of male and female

Table 2:

Showing frequency distribution of Private and government school

Schools	Frequency	Percent
PVT	39	48.8
GOVT	41	51.2
Total	80	100.0

Out of a total sample size of 80 schools , 39 colleges are private, representing 48.8% of the total, while 41 colleges are government-run, making up 51.2%. which is shown in the fig below.

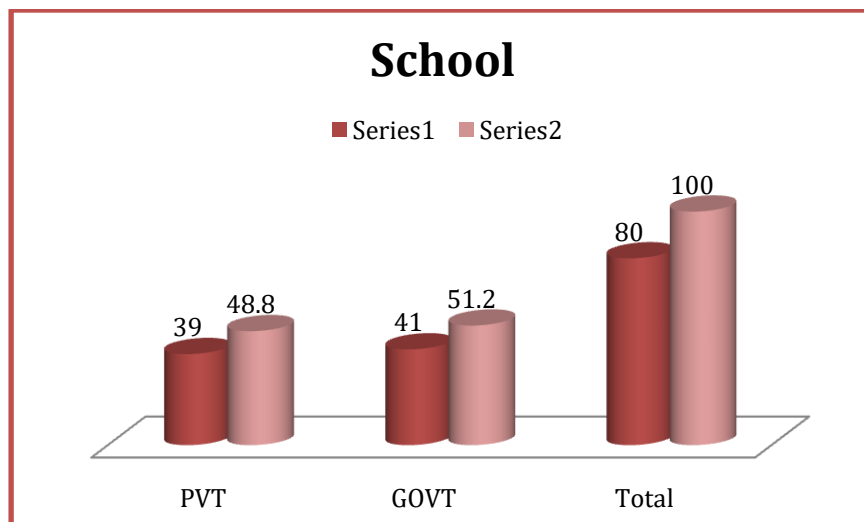


Figure 4.2: Frequency distribution of schools categorized as private (PVT) and government (GOVT) schools.

Table 3:

Showing Subjective well being and occupational resilience among private and government teacher

	School	N	Mean	Std. Deviation	Std. Error Mean
SWB	PVT	25	84.60	3.84	.76
	GOVT	19	79.42	10.27	2.35
OR	PVT	39	46.84	7.33	1.17
	GOVT	41	44.80	9.64	1.50

The table presents data on subjective well-being (SWB) and occupational resilience (OR) measured among private (PVT) and government (GOVT) school teachers. For subjective well-being, the mean score among PVT teachers ($M = 84.60$, $SD = 3.84$) was notably higher compared to GOVT teachers ($M = 79.42$, $SD = 10.27$). This suggests that PVT teachers reported higher levels of subjective well-being on average than their GOVT counterparts. In terms of occupational resilience, the mean score for PVT teachers ($M = 46.85$, $SD = 7.33$) was slightly higher than that for GOVT teachers ($M = 44.80$, $SD = 9.64$) which is represented in the fig below.

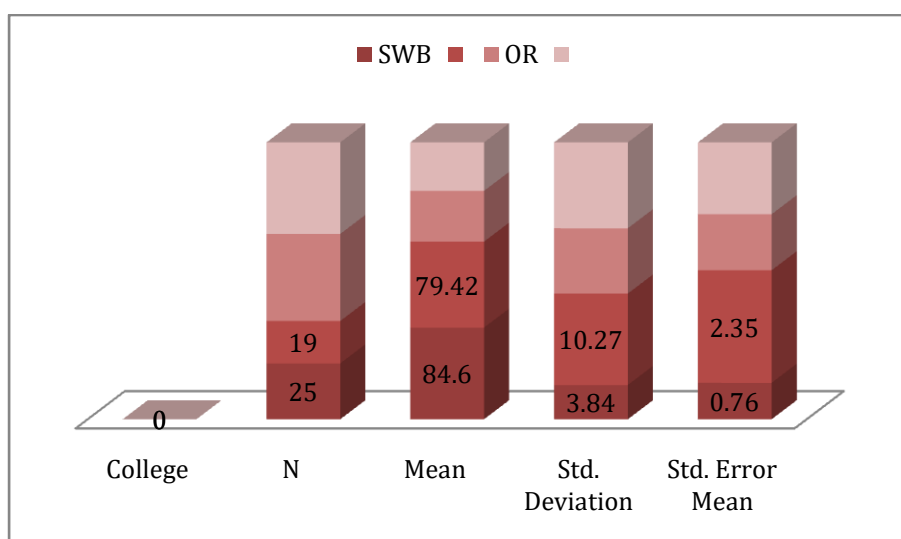


Figure 4.3: Graphical presentation of subjective well-being (SWB) and occupational resilience (OR) measured among private (PVT) and government (GOVT) school teachers.

Objective 1

Table 4:

Showing subjective well being of private and government teachers

		Mean	Std. Deviation	N	t	p
PVT	SWB	84.60	3.840	25	2.32	.000
GOVT	SWB	79.42	10.27	19		

SWB: subjective well being,

The table present independent sample t test of subjective well-being (SWB) among private (PVT) and government (GOVT) school teachers. Private school teachers reported a higher mean SWB score of 84.60 with a standard deviation of 3.84, based on a sample size of 25. In contrast, government school teachers had a lower mean SWB score of 79.42 and a higher standard deviation of 10.27, derived from a sample size of 19. A t-test was conducted to assess the difference between the two groups, yielding a t-value of 2.32 and a p-value of .000. This indicates a statistically significant difference in subjective well-being between PVT and GOVT teachers, with PVT teachers reporting significantly higher levels of subjective well-being compared to their GOVT counterparts. Therefore, based on the findings of the t-test, there is strong evidence to suggest that subjective well-being differs significantly between private and government school teachers, with PVT teachers generally reporting higher levels of well-being. Hence alternative hypothesis accepted.

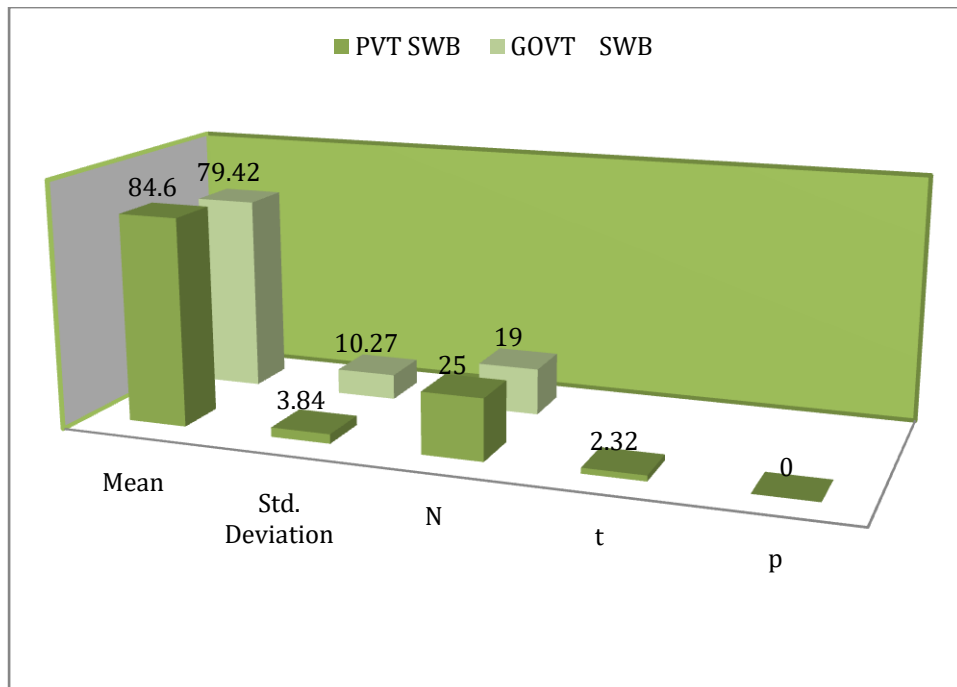


Figure 4.4: Graphical presentation of independent sample t test of subjective well-being (SWB) among private (PVT) and government (GOVT) school teachers

Objective 2

Table 5:

Showing occupational resilience of pvt. and gov. teachers

School		Mean	Std. Deviation	N	t	p
PVT	OR	46.84	7.33	39	1.06	.263
GOVT		44.80	9.64	41		

Note: OR: occupational resilience, Pvt Private, Govt: Government

The table showed the occupational resilience of private (PVT) and government (GOVT) school teachers. It reveals that private school teachers reported a mean Occupational resilience score of 46.85 with a standard deviation of 7.33, based on a sample size of 39. In contrast, government school teachers had a mean OR_TOTAL score of 44.80 with a higher standard deviation of 9.64, derived from a sample size of 41. The t-test conducted to assess the difference between the groups yielded a t-value

of 1.06 and a p-value of .263. This indicates that while there is a slight numerical difference in occupational resilience scores between PVT and GOVT teachers, this difference is not statistically significant at the conventional level ($p < .05$). Therefore, based on the data provided, we do not have sufficient evidence to conclude that there is a meaningful difference in occupational resilience between private and government school teachers. **Hence alternative hypothesis accepted.**

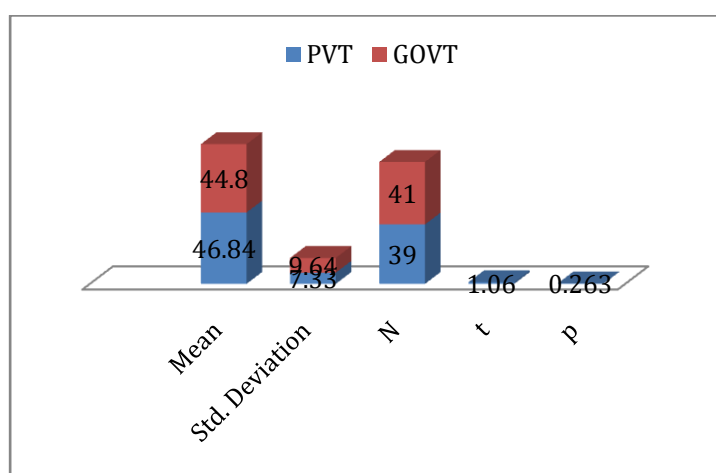


Figure 4.5: Graphical presentation of occupational resilience of private and government teachers

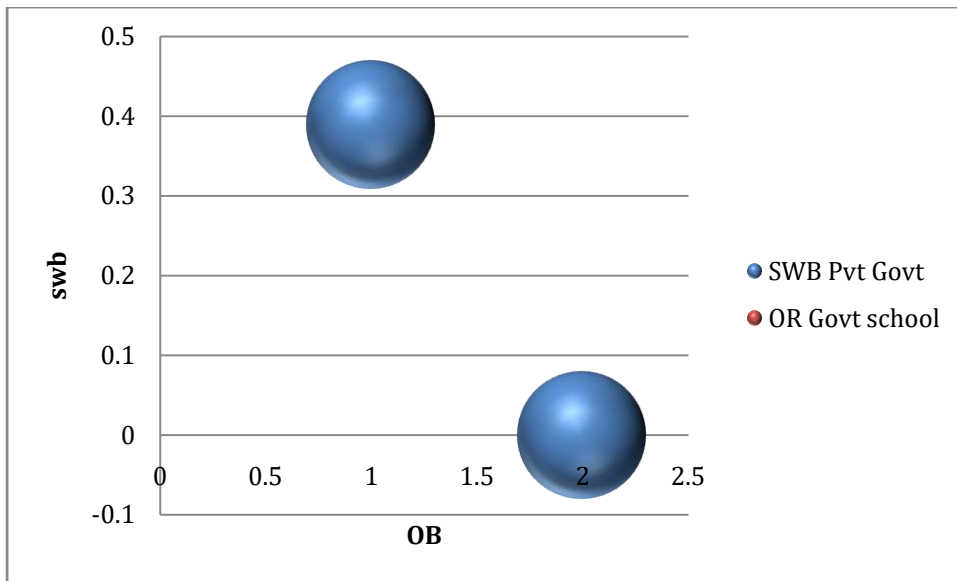
Objective 3:

Relationship between occupational resilience and subjective wellbeing

CORRELATION ANALYSIS

Variable	r	P
OR	3.38	.00
SWB		

The table presented relationship between the occupational resilience and subjective well being which suggest r value correlation of .389 It suggests a moderately positive relationship. This finding implies that the type of findings employ that teachers who have good subjective well being they have better occupational resilience and vice versa. Hence alternative hypothesis accepted.



CHAPTER V

SUMMARY CONCLUSION AND IMPLICATION OF THE STUDY

SUMMARY

This study explores the intricate relationship between subjective well-being and occupational resilience among teachers, focusing on the distinctions between private and government school educators. Research consistently indicates a positive relationship between subjective well-being and occupational resilience among teachers. Teachers who exhibit higher levels of resilience tend to experience better overall well-being, as resilience helps them manage stress and maintain positive mental health the summary of the results are given below:

- There will be significant difference between subjective wellbeing of private and government school teachers. Accepted
- There will be significant difference between occupation resilience of private and government school teachers. Accepted
- There will be significant relationship between occupation resilience and subjective wellbeing of private and government school teachers. Accepted

CONCLUSION

The study underscores the critical role of occupational resilience in fostering subjective well-being among teachers. The significant differences between private and government school teachers in terms of both well-being and resilience highlight the impact of different educational environments on teachers' mental health.

Key conclusions drawn from the study include:

- Teachers with higher occupational resilience are better at managing stress, leading to enhanced subjective well-being.

- The type of school (private vs. government) significantly influences teachers' well-being and resilience, suggesting that institutional factors play a crucial role in shaping these attributes.
- There is a robust link between occupational resilience and subjective well-being across different types of schools, emphasizing the universal importance of resilience in the teaching profession.

SUGGESTIONS

1. Professional Development: Incorporate resilience training into professional development programs for teachers to help them develop coping strategies and stress management skills.
2. Support Systems: Establish strong support systems within schools, such as mentoring programs and peer support groups, to foster a collaborative and supportive work environment.
3. Work-Life Balance: Encourage practices that promote a healthy work-life balance to prevent burnout and improve overall well-being.

IMPLICATIONS OF THE STUDY

The findings of this study have several important implications for educational policy, school administration, and teacher training programs:

1. Policy and Administration:

- Educational policymakers and school administrators should prioritize the development of programs and policies that bolster teachers' occupational resilience. This includes providing resources for stress management, professional development opportunities, and fostering a supportive work environment.
- There should be a focus on addressing the unique challenges faced by teachers in different types of schools. Tailored interventions that cater to the specific

needs of private and government school teachers can help improve their well-being and resilience.

2. Teacher Training and Development:

- Teacher training programs should incorporate resilience-building strategies as a core component. This could include training on stress management techniques, fostering a positive mindset, and building coping skills.
- Continuous professional development opportunities that emphasize mental health and well-being can equip teachers with the necessary tools to maintain their resilience and well-being throughout their careers.

3. Future Research:

- Further research is needed to explore the specific factors within private and government schools that contribute to the differences in well-being and resilience among teachers. Understanding these factors can help in designing more effective interventions.
- Longitudinal studies could provide deeper insights into how occupational resilience and subjective well-being evolve over time among teachers, and how various interventions impact these changes.

In conclusion, enhancing occupational resilience among teachers is essential for their overall well-being. By recognizing the significant differences between private and government school teachers and addressing their unique needs, educational stakeholders can foster a healthier, more resilient teaching workforce.

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APPENDIX

DEMOGRAPHIC INFORMATION

NAME:

AGE :

GENDER:

TYPEOF SCHOOL: PVT/ GOVT

Work Resilience Scale (ReWoS-24)

Individual Resilience at Work (ReWoS- individual A)

(Please mark the answer that best represents your situation)

Never Several days

More than half the days

Almost every day

1. Being healthy? ☐ ☐ ☐ ☐

2. Feeling well in general? ☐ ☐ ☐ ☐

3. Feeling well rested? ☐ ☐ ☐ ☐

4. Feeling assertive? ☐ ☐ ☐ ☐

5. Feeling self-confident? ☐ ☐ ☐ ☐

6. Being flexible at work? ☐ ☐ ☐ ☐

7. Feeling in control? ☐ ☐ ☐ ☐

8. Allowing yourself to make mistakes? ☐ ☐ ☐ ☐

9. Feeling optimistic under workstress? ☐ ☐ ☐ ☐

10. Trusting your ability to overcome barriers at work? ☐ ☐ ☐ ☐

11. Feeling safe under workstress? ☐ ☐ ☐ ☐

12. Putting things in perspective? ☐ ☐ ☐ ☐

13. Being able to set limits? ☐ ☐ ☐ ☐

14. Experiencing work pleasure? ☐ ☐ ☐ ☐

15. Coping well with challenges at work? ☐ ☐ ☐ ☐

16. Persevering? ☐ ☐ ☐ ☐

17. Having a sense of responsibility in your work? ☐ ☐ ☐ ☐

18. Working in a disciplined manner? ☐ ☐ ☐ ☐

19. If you marked any of these situations or feelings, how did these feelings or situations

help you to do your work?

Not helpful at all

Somewhat helpful

Neither helpful nor unhelpful

Very helpful Extremely helpful

SUBJECTIVE WELL-BEING INVENTORY

1. Do you feel your life is interesting? 1. Very much 2. To some extent 3. Not so much

2. Do you feel you have achieved the standard of living and the social status that you had

expected? 1. Very much 2. To Some extent 3. Not so much

3. How do you feel about the extent to which you have achieved success and are getting

ahead? 1. Very good 2. Sometimes 3. Hardly ever

4. Do you normally accomplish what you want to? 1. Most of the time 2. Sometimes 3.

Hardly ever

5. Compared with the past, do you feel your present life I. Very happy 2. Quite happy 3.

Not so happy

6. On the whole, how happy are you with the things you have been doing in recent years?

1 Very happy 2. Quite happy 3. Not so happy

7. Do you feel you can manage situations even when they not turn out as expected? 1.

Most of the time 2. Sometimes 3. Hardly ever

8. Do you feel confident that in case of a crisis (anything which substantially upsets your

life situations) you will be able to cope with it for face boldly? 1. Very much 2. To some extent 3. Not so much

9. The way things are going now, do you feel confident in coping with future? I. Very much 2. To some extent 3. Not so much

10. Do you sometimes feel that you and the things around you belong very much

together

and are integral parts of a common force? 1. Very much 2. To some extent 3. Not so much

11. Do you sometimes experience moments of intense happiness, almost like a kind of

ecstasy or bliss? 1. Quite often 2. Sometimes 3. Hardly ever

12. Do you sometimes experience a joyful feeling of being part of mankind as one large

family? 1. Quite often 2. Sometimes 3. Hardly ever

13. Do you feel confident that relatives and/or friends will help you out if there is an emergency? 1. Very much 2. To some extent 3. Not so much

14. How do you feel about the relationship you and your children have? 1. Very good 2.

Quite good 3. Not so good 4. Not applicable

15. Do you feel confident that relatives and/or friends will look after you, if you severely

ill or meet with an accident? 1. Very much 2. To some extent 3. Not so much

16. Do you get easily upset if things do not turn out as expected? 1. Very much 2. To some extent 3. Not so much

17. Do you sometimes feel sad without any reason. 1. Very much 2. To some extent 3. Not

so much

18. Do you feel too easily irritated, so sensitive 1. Very much 2. To some extent 3. Not so

much

19. Do you feel disturbed by feelings of anxiety and tension? 1. Most of the time

2. To some extent 3. Not so much

20. Do you consider it a problem for you that you sometimes lose your temper over minor

things? 1. Very much 2. To some extent 3. Not so much

21. Do you consider your family a source of help to you in finding solutions to most of the problem you have? 1. Very much 2. To some extent 3. Not so much

22. Do you think that most of the members of your family feel closely attached to each

other? 1. Very much 2. To some extent 3. Not so much

23. Do you think you would be looked after well by your family / institution in case you

were seriously ill? 1. Very much 2. To some extent 3. Not so much

24. Do you feel your life is boring and uninteresting? 1. Very much 2. To some extent 3.

Not so much

25. Do you worry about your future? 1. Very much 2. To some extent 3. Not so much

26. Do you feel your life is useless? 1. Very much 2. To some extent 3. Not so much

27. Do you sometimes worry about the relationship you and your family members have?

1. Very much 2. To some extent 3. Not so much, 4. Not applicable

28. Do you feel your friends relatives would help out if you were in need? 1. Very much 2.

To some extent 3. Not so much

29. Do you sometimes worry, about the relationship you and your parents have? 1. Very

much 2. To some extent 3. Not so much, 4. Not applicable

30. Do you get easily upset if you are criticized? 1. Very much 2. To some extent 3) Not so much

31. Do you feel that minor things upset you more than necessary? 1. Very much 2. To some extent 3. Not so much

32. Would you wish to have more friends than you actually have? 1. Very much 2. To some extent 3. Not so much

33. Do you sometimes worry about your health? 1. Very much 2. To some extent
3. Not so much

34. Do you sometimes feel that you miss real close friends? 1. Very much 2. To some
extent 3. Not so much

35. Do you suffer from pains in various parts of your body? 1. Very much 2. To some
extent 3. Not so much

36. Are you disturbed by a feeling of giddiness? 1. Very much 2. To some extent 3.
Not so
much

37. Are you disturbed by palpitations/thump in-heart? 1. Very much 2. To some extent
3.
Not so much

38. Are you troubled by disturbed sleep? 1. Very much 2. To some extent 3. Not
so much

39. Do you get tired too easily? 1. Very much 2. To some extent 3. Not so much

40. Do you sometimes worry that you do not have close personal relationship
with other
people? 1. Very much 2. To some extent 3. Not so much

Question-wise Scoring

(item 1-15, 21-23 and 28) - Value 3 is given if the respondent selects the category 1
(very
much), Value 2 is given if the respondent selects the category 2 (to some extent);
Value 1 is
given to category 3 (not so much).

(item 16-20, 24- 27 and 29-40) - Value 1 is given if the respondent selects the
category 1
(very much); Value 2 is given if the respondent selects the category 2 (to some
extent); Value
3 is given to category 3 (not so much).

(item 14, 27 and 29) if the respondent selects category 4, value 0 (zero) is given. All the

values are added to get the total score.

The maximum score is 120. Higher the score, higher is the Subjective Well-being of a person.

The total score can be interpreted summarily in the light of three broad score ranges: 40-60,

61-80 and 81-120 to have an overall picture of the well-being status.

The mean score for normal adult Indian samples is 90.8 with standard deviation of 9.2.