

The Role Of Burnout On Teachers' Subjective Wellbeing Among The Teachers Of Tamil Nadu

R. Kanagaraj^{1*}, Dr. Rubina Anjum²

¹*Ph.D scholar in Psychology, CT University, Ferozepur Road, Ludhiana, 142024*

²*CT University, Ferozepur Road, Ludhiana, 142024*

*Corresponding Author:- R. Kanagaraj

Abstract

Teaching is a dynamic profession, teachers are the activists of young minds in this cultural society. Teaching is one of the passionate professions, even though, in their professional tenure, teachers may also get some negative effects of their professional commitments such as work-related burnout, etc. 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. On the long passion for the teaching profession here we planned to investigate the adverse effects on teachers by their professional effects. In this study, we analyzed the effect of professional burnout on teachers' Subjective well-being with also the effect on gender differentiation as another part of the investigation. 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. As well as, there were a couple of research tools such as the Maslach burnout inventory and Teachers' subjective well-being questionnaires had been used to find their values. Also here the data analysis had been done with SPSS software to find the result of obtained objectives. Finally, 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, furthermore it was revealed that there is a significant negative relationship with burnout and Teachers subjective wellbeing among teachers

Keywords: Burnout, Subjective Well-being, Stress, Teachers

Introduction

Teachers are the backbone of any society, as the teachers are the most valuable people developing, and responsible for the younger population, and they are the reason for creating such great leaders in the country. The role of the teacher varies by culture. Teachers may teach literacy, math, craft or vocational training, arts, religion, civics, community roles, or life skills classes. Formal teaching responsibilities include preparing lessons according to the agreed syllabus, conducting instruction, and assessing student progress. A teacher's professional duties may extend beyond formal education. Outside the classroom, teachers can accompany students on field trips, supervise study rooms, help organize school events, and act as extracurricular activity supervisors. To some extent, teachers can be responsible for the discipline of their students. When it comes to teacher competence, the teacher is the leader of the lesson. A teacher is a caring person. Teachers as experienced learners. Teachers as citizens. There are four main sources of teacher stress. Firstly, the School organization lacks strong school leadership,

a healthy school climate, and a supportive and supportive environment. Secondly, job demands escalate, including high-risk tests, student behavior issues, and picky parents. Thirdly Working resources that limit the autonomy and decision-making authority of teachers. Lastly teachers social and emotional skills to manage stress and promote healthy classrooms.

When it comes to teachers' quality of life, they are one of the groups who care most about their subjective health compared to all other professionals. This may be due to work-related burnout. There are many reasons why teachers experience work-related burnout, and it also affects their subjective well-being in everyday life. Ultimately, the reasons for long-term work-related burnout are results-oriented management pressure, urgent paper reviews, time for lesson planning, note preparation, class notes, more class time, desired results, etc. This is a restricted activity. Lack of peer support, clerical work alongside classes, frequent meetings, reduced respect from senior officials and students, and reduced autonomy in decision-making.

This study is trying to find out whether teachers have professional-related stress and behavior causing burnout, which will affect their subjective well-being in their day-to-day life or not, and is their relation to them a teacher's profession.

1. **Burnout:** The term burnout is characterized by "physical or emotional exhaustion, especially as a result of long-term stress or dissipation"
2. **Teacher Subjective well-being:** it is a fulfillment desire of teachers' professionalism, satisfaction, goal, and happiness which is formed by self-positive evaluation.

Review of Literature:

1. Burnout syndrome in the teaching profession

(Maslach et al., 2001). Maslach et al. (1986) Teaching is a profession characterized by high levels of burnout characterize burnout syndrome by its emotional exhaustion. This occurs when a person feels emotionally exhausted and unable to cope with a situation that causes stress, depersonalization at work, which is reflected in an impersonal and cold response to users in the workplace, and feeling of low personal fulfillment, where the person constantly negatively evaluates his/her work. For teachers, burnout has implications for teachers' professional performance (e.g., Maslach et al., 2001) and outcomes, such as attrition (Madigan & Kim, 2021) and depression (Shin et al., 2013). Although there is empirical evidence of the relationship between burnout syndrome and well-being, in teaching contexts, the mediating role in this relationship of the experience of effects, both positive and negative, has not been sufficiently addressed. In addition, the role of social support as a moderator of the effects of burnout syndrome on the experience of positive and negative effects has not been advocated in school contexts.

2. Linking burnout, stress, affects, and wellbeing

Teachers' emotional experiences are related to well-being and mental and physical health Chang, 2009). However, the evidence linking teachers' well-being and its effects are scarce (Frenzel, 2014). Although these two aspects are probably bidirectionally related, an empirical demonstration of this relationship is still pending. Some studies indicate that repeated daily experiences of unpleasant effects cause negative changes in well-being, while repeated experiences of pleasant

effects can promote well-being (e.g., Chang, 2009, Spilt et al., 2011). Moreover, teachers under stress may develop intense negative feelings about their work, including anxiety, anger, or frustration (Frenzel, 2014). Other investigators suggest that the need to comply with emotional rules is a stressor for teachers (Day, 2004, Philipp and Schüpbach, 2010). In this context, Carson (2006) observed that burnout was associated with exhibiting positive effects or suppression of negative effects. However, some teachers could proactively regulate their emotions or generate positive feelings while teaching. Therefore, emotional rules may promote teachers' positive emotional regulation and, consequently, higher levels of well-being (Tsang, 2011).

Although the evidence about teachers' effects and well-being is scarce, many studies in other areas have tested the protective role of positive effects in facing challenging life events, generating positive well-being and health outcomes, such as flourishing mental health (Catalino & Fredrickson, 2011); life satisfaction, and a decrease in depressive symptoms (Fredrickson et al., 2008). These empirical studies state that positive affect helps build an individual's resources essential to creating well-being and healthy living conditions (Fredrickson, 2013). Taking Fredrickson's perspective, research on teachers' effect has found similar results, albeit scarce. For example, Buonomo et al. (2017) showed that teachers' positive emotions towards students partially protected teachers from the detrimental effect of negative ones on self-efficacy. Also, Carbonneau et al. (2008) found that increases in harmonious passion for teaching predicted increases in work satisfaction and decreases in burnout symptoms over time. In summary, positive affect play a role in teachers' well-being as a mediator, predictor, or protective factor from negative emotions.

Additionally, studies on job stress also may help understand the relationship between stress, its effects, and well-being in teaching. Lazarus and Folkman (1984) postulate that the factors determining stress intensity are individual and transactional in nature (Bibou-Nakou et al., 1999, Fiorilli et al., 2017, Fiorilli et al., 2019). Thus, it is reasonable to speculate that personal and organizational factors and their interactions are related to positive or negative effects and well-being at schools (Frenzel, 2014). Hence, we could hypothesize that highly stressed or burned-out teachers that perceive high levels of social support in their workplace could be protected against the adverse effects on their well-being. Moreover, highly stressed- or burned-out teachers that feel supported by the school

organization and their peers still might feel enthusiastic about teaching.

3. Well-Being:

(Ryan & Deci, 2001). The concept of well-being refers to experiencing pleasure and achieving optimal functioning with two approaches: Hedonic and eudaimonic. The hedonic or subjective well-being (Diener, 1984) has an affective and a cognitive component. The first refers to the person's evaluation of pleasant or unpleasant feelings experienced in his/her life. The cognitive component refers to an overall personal judgment of life satisfaction about an ideal situation (Tov, 2018). The second approach is eudaimonic well-being, associated with personal growth and development (Waterman, 1993). This approach is characterized by its multidimensional nature, such as a sense of self-determination (autonomy), positive self-evaluation of life (self-acceptance), recognition of the meaning of life (life purpose), and the position of high-quality personal relationships (positive relationships) (Ryff & Keyes, 1995).

Leiter & Maslach also Marzano & Heflebower (in Jacobson, 2016) explained that many factors affect burnout in teachers, there were isolated feelings, lack of support from co-workers, overload feelings of over workload, lack of rights to autonomy, lack of respect from the administrator, and several opportunities to be a leader for teachers, any class management problem or discipline problem in class, and achievement target that too high.

4. **Leiter & Maslach also Marzano & Heflebower (in Jacobson, 2016)** stated that based on the developing theory, teacher subjective well-being should be factors that cause the occurrence of burnout in teachers with indicators tolerance feeling conditions, lack of support from co-workers and administrators, class management problem, and several possibilities of carrier enhancements.

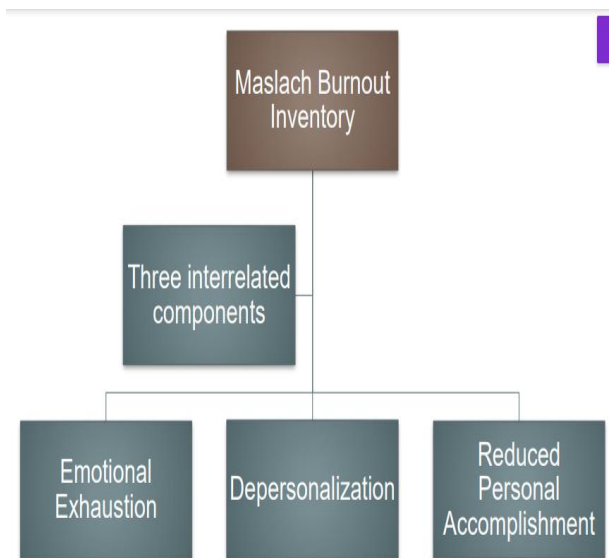
5. **Acton & Glasglow (2015)**, Teacher Subjective Wellbeing: argue that teacher's subjective well-being is a fulfillment of the desire for teachers' professionalism, satisfaction, goal, and happiness which is formed by self-positive evaluation. On the other hand, a teacher's subjective well-being can be interpreted as a positive evaluation that emphasizes health and successful functioning at work with aspects stated by Renshaw, Long, and Cook (2015) there are School

Connectedness, Teaching Efficacy, and Joy of Teaching.

6. **Letterman, Engels, Van Petegem, and Verhagae (2007)** claimed that teacher subjective well-being is a positive condition where is coherence between certain environmental factors, individual needs, and teacher's expectations. Besides that, Resilience and self-efficacy, emotional intelligence, and personal responses to teachers' work become factors that affect the teacher's subjective well-being (McCallum, Price, 2010).

7. **Burnout: Maslach & Jackson (Duru, Duru & Balkis, 2014)** pointed out burnout as tiring, emotions, loss of identity, and low individual achievement. Maslach & Jackson In Alkhateeb, Kraishan & Salah (2015) defined burnout as an individual tiring psychological feeling, loss of identity, and low individual achievement. Aspects of burnout are emotional exhaustion stages, depersonalization stages, and low personal accomplishment. Maslach and Leiter (Bilge in Alkhateeb, Kraishan, & Salah, 2015) explained burnout as a condition that leads to changes in behavior, attitude, and psychic condition of work, which affects emotion and lack of individual achievement.

8. **Burnout and Teacher Subjective Wellbeing:** When the teacher feels more prosperous with the fulfillment of needed and other welfare aspects in teaching, so the burnout will get lower. Teaching as explained by **Onder & Sari (2009)** consist of some factors like teaching itself, learning new information and new ability, following the newest technology development, and making a deal with students, parents, and society in everything. That thing can be a burnout trigger factor when aspects of a teacher's subjective well-being aren't fulfilled.



9. Paula Benevene. et. al 2016. Teachers' well-being has received much attention over the past decades, in light of the major increase in sick leave as well as job quitting among teachers across different cultures and countries. It is well-known in the literature that teaching is a demanding, challenging profession, exposed to stress, burnout, and more in general, a high attrition rate. The majority of studies have targeted negative indicators of teacher functioning, but more recently, following the mainstream of positive psychology, more attention has been devoted to teachers' well-being. Well-being is not just the mere absence of illness at work. Rather, it refers to the healthy and successful functioning of teachers at work. In fact, while physical, psychological, and mental health refers more to the lack of impairment, well-being refers more to the ability of teachers to develop a positive though dynamic equilibrium between teachers' resources and their challenges/demands (environmental, social, individual, physical, mental, psychological).

Well-being is linked to a positive relationship with students, colleagues, and families, as well as to higher academic results for the pupils. Well-being is a multifaceted concept, comprising cognitive and affective as well as physical and mental components; it encompasses dispositional, personal, organizational, and environmental factors. Addressing protective factors may help to develop resilience and more effective ways of addressing the impact caused by negative factors in the teaching workplace. Therefore, the goal of this Research Topic was to encourage new understandings of teachers' well-being from interdisciplinary psychological perspectives. Burnout

and Teacher Subjective Wellbeing: When a teacher feels more prosperous with the fulfilled of their duties and responsibilities when they are out of the feeling of burnout.

Objectives of the Study

- To compare the teacher's well-being and burnout on a gender basis.
- To examine the influence of subjective well-being as a significant predictor of burnout stress among teachers
- To investigate the relationship between teachers' subjective well-being and their work-related Burnout

Hypothesis of the Study

H0: Significant relationship between Teachers' subjective well-being with their professional Burnout

H1: There is no significant relationship between Teachers' subjective well-being and their professional burnout

H2: There is no significant effect on Teachers' subjective well-being by their professional Burnout on a gender basis.

H3: There is a significant effect on teachers' subjective well-being based on gender.

Need of the Study:

Teachers are considered the pillars of the young society, Teachers create a stronger next generation to a wealthier society. Teacher turnover leads to instability and lower effectiveness in the children. Teachers' stress is linked to poor teaching performance and poor student outcomes. Teaching is a profession characterized by high levels of burnout characterize burnout syndrome by emotional exhaustion. For teachers, burnout has implications for teachers' professional performance (e.g., Maslach et al., 2001) and outcomes, such as attrition (Madigan & Kim, 2021) and depression (Shin et al., 2013). Although there is empirical evidence of the relationship between burnout syndrome and well-being, in teaching contexts, the mediating role in this relationship of the experience of effects, both positive and negative, has not been sufficiently addressed.

Therefore, based on these facts this study needs to be planned to find out the relationship between teachers' professional stress leading to burnout and its effect on the teachers' subjective well-being, also whether these variables have an effect on male gender or female gender in the teaching profession. To make clear the relationship between these two

mentioned variables in this study, it needs to be conducted in this current situation in Tamil Nadu state.

Aims of the study

In this study, we have worked on teachers' subjective well-being as the main variable, which has got affected by their professional Burnout, due to their day-to-day work stress, and comparison on male, and female teachers have the same amount of problems on its effect.

Methodology

This study is the type of descriptive research method, in which the systematic investigation of quantitative properties and phenomena and their relationships are found by the way of various data collected by using a couple of research tools, such as the Maslach Burnout Inventory for measuring burnout and Teachers subjective wellbeing questionnaire for measuring subjective wellbeing. The participants of the study were 156 teachers 76 males and 80 females selected through Simple random sampling

Criteria for the study:

- Teachers working in regular schools on daily basis,
- Both Higher and Higher secondary teachers have been included
- Teachers of both Government and Private schools
- Teachers of around 30 to 45 years both male and female
- Working experience of more than 10 years

Tools Used

Maslach Burnout Inventory (MBI): Maslach Burnout Scale was developed by Maslach and Jackson (1981) in order to determine the level of burnout. It is a scale consisting of three sub-dimensions as emotional exhaustion, depersonalization, and personal accomplishment, and 22 items that have defining characteristics of these dimensions:

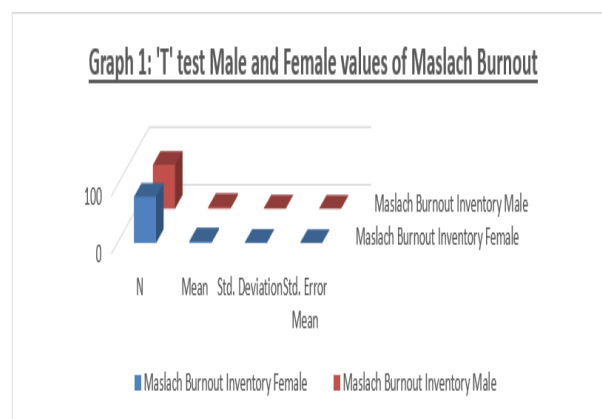
Teachers' subjective well-being questionnaire(TSWQ): It is an 8-item, self-report, evidence-based rating scale, for assessing teachers' work-related well-being. TSWQ is comprised of 2 subscales: named Teaching efficiency and School connectedness. Subscale scores can be used as standalone well-being measures or summed to create a Teacher well-being composite measure. TSWQ is intended to use in school mental health research and practice for multiple assessment purposes, such as screening, outcome measurement, and progress monitoring.

Statistical Analysis: The obtained data were analyzed by using the t-test, regression, and Correlation methods.

Result and Discussion

Table 1: Summary of 'T-test results between Male and Female Teachers of the Maslach Burnout Inventory

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Maslach Burnout Inventory	Female	80	3.0636	.42711	.04775
	Male	76	2.9988	.37688	.04323



From the above table no. 1, we could find the result of the Independent T-test of the Maslach Burnout Inventory for the female and male teachers indicating the values of 0.04775, 0.04323 respectively showing the burnout effect more or less same for both genders as per our analysis.

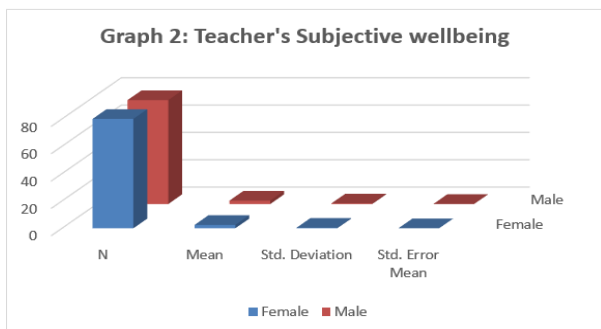
Table 2: Independent T-Test values of Maslach Burnout Inventory

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Maslach Burnout Inventory	Equal variances assumed	2.239	.137	1.003	154	.317	.06483	.06462	-.06283	.19249
	Equal variances not assumed			1.006	153.179	.316	.06483	.06441	-.06242	.19209

From the above table 2, it could find the T value is 1 and it is more than the value 0. Here we can come to the conclusion that the value shows significance to the study objective. So, burnout is the obvious effect of professional stress in the teaching field.

Table 3: 'T' test result between Male and Female Teachers of Subjective Wellbeing

'T' test values					
	Gender	N	Mean	Std. Deviation	Std. Error Mean
Teacher's Subjective wellbeing	Female	80	2.4594	.38708	.04328
	Male	76	2.4688	.44494	.05104



From the above table no. 3, we could find the result of Independent 'T' test of Teachers Subjective wellbeing of the female and male teachers indicate the values respectively 0.04328, 0.05104 are near or equal to 0 and the values shows the teachers subjective wellbeing more or less same for both genders in the study. This mean to us that it is significant and both genders have same effect.

Table 4: Independent 'T' Test values of Teachers Subjective Wellbeing

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Teacher's Subjective wellbeing	Equal variances assumed	1.954	0.164	-0.141	154	0.888	-0.00937	0.06668	-0.1411	0.12235
	Equal variances not assumed			-0.14	148.661	0.889	-0.00937	0.06692	-0.1416	0.12285

From the above calculations of independent 'T' test values done by the SPSS software ie. 0.565 and 0.459, and the results were scrutinized and found in both the variables of Maslach burnout Inventory and Teachers' subjective well-being compared with gender variation, there is no significance in the found values. From these values, it is conclude that there is no difference in effect on male and female teachers was found on both these variables.

Table 5: Model Summary of Regression and Correlation Analysis :

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.053 ^a	.003	-.004	.416

a. Predictors: (Constant), MIB

From the table 6, it was observed and find the F value 0.440 is very near to the value of 0, it is estimated that the value shows significance to the assumption and it is considered as that the predictor of the effect will be the real predictor and there is a relation between the both the variables.

Table 6: Summary of ANOVA for Regression Analysis

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.076	1	.076	.440	.508 ^b
	Residual	26.612	154	.173		
	Total	26.688	155			

a. Dependent Variable: TSWB

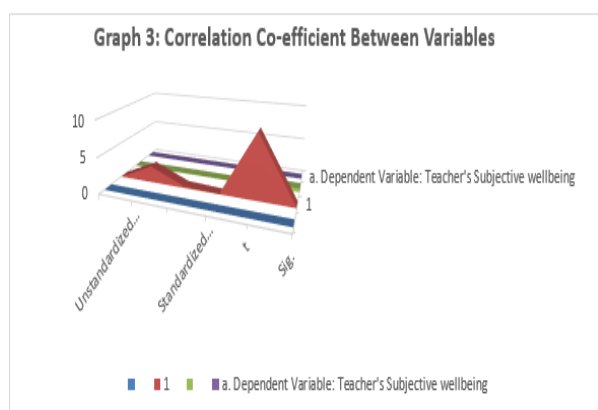
b. Predictors: (Constant), MIB

From the findings of table 7 the values have done by the SPSS software, it is found that there is a significant relationship with the burnout caused by teacher's professional work with their subjective wellbeing, as the constant value shows 0 in the end result of the table.

Table 7: Correlation coefficient between Maslach burnout inventory and Teachers subjective wellbeing

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.298	.253		9.076	.000
	Maslach Burnout Inventory	.055	.083	.053	.663	.508

a. Dependent Variable: Teacher's Subjective wellbeing



Therefore, from these analysis, the hypothesis H0 and H4 were accepted and Hypothesis H1 and H2 were rejected. It means the table 1 to 4 values accept the hypothesis H0 of there is no gender difference in burnout effect and subjective wellbeing of teachers. Table of contents no. 5 indicates that the burnout has the relationship with teachers subjective wellbeing accepts hypothesis H4.

Discussion:

This study aimed to find out the professional hazards that affect both the personal & professional life standards of teachers professionals both female and male. In this study, it was planned to do the investigation on teachers' burnout due to their professional multiple responsibilities, and how they will suffer in their day-to-day activities such as teachers' subjective well-being in professional and personal spaces. Further, the study was also in its extended to verify the level of burnout caused as well as its affection on subjective well-being more either towards female teachers or male teachers. This study first was taken into consideration for reinvestigation purposes based on the study (Farhan et. Al. 2019). And this particular study investigated only teachers both female and male in and around schools in Tamil Nadu were taken as sampling. In fact, while physical, psychological, and mental health refers more to the lack of impairment, well-being refers more to the ability of teachers to develop a positive though dynamic

equilibrium between teachers' resources and their challenges/demands (environmental, social, individual, physical, mental, psychological). As per the objectives taken of this study, the analysis was done with various statistical tools to check for the result of these objectives and found the result as there is no significant difference between male and female teachers in their work-related burnout and their day-to-day subjective well-being. Also, there is a relationship exists between work-related burnout and subjective well-being. These were the find out of this study as well as here hypotheses H0 and H4 were accepted.

Result and Conclusion:

To conclude this study was done to find out the relationship between selected variables such as burnout and subjective well-being of teachers professionals in their experience and on the other hand the effect of these variables on gender difference ie. Whether these selected variables have an impact more on female teachers or male teachers? and it was found there is no difference between male and female teachers regarding burnout and Teachers' subjective well-being. There was another conclusion, that was analyzed for whether there is any relationship between the teacher's work-related burnout and subjective well-being of the teachers, it was concluded that there is affection for subjective well-being by their work-related burnout.

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