

## Subjective Well-Being Among Elementary School Teachers and Its Related Factors: Taking Guangdong Province as an Example

BY

HouYongmei<sup>1\*</sup>, Wei Lisha, Zheng Que<sup>2</sup>

<sup>1,2</sup>Department of Psychology, School of Humanities and Administration, Guangdong Medical University, Dongguan, Guangdong Province, China



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Corresponding author:

HouYongmei

### Abstract

To explore the status of subjective well-being of elementary school teachers in Guangdong Province, China, and analyze its related factors. **Method:** Totally 1283 elementary school teachers (552 males, 731 females) were selected by stratified random sampling from 5 cities in Guangdong Province. They were assessed with Satisfaction. With Life Scale (SLS), Affect Scale: Positive Affect, Negative Affect, Affect Balance (AS), Test of Teacher Competency (TTC), Social Support Rating scale (SSRS) and a self-edited questionnaire on the general personal information. **Results:** The total score of SLS, AS, SWB, TTC and SSRS were (20.44±6.42), (3.46±1.70), (-0.05±2.19), (3.73±0.61) and (33.71±5.52), respectively. The scores of the 9 diagnostic subscales of TTC were all above 3.50, and the score of Lie subscale was (1.87±0.43). Multivariable linear regression showed that the following 10 factors such as education, Personnel arrangement category, professional title, conditions of work, career development prospect, annual income, self-study, health, the total score of TTC and SSRS were positively associated with the score of SWB ( $\beta=.219\sim.781$ ,  $P=.019\sim<.001$ ,  $P<.05$ ), the following 5 factors such as sex, head teacher, teaching subjects, marital status and administrative post were negatively associated with the score of SWB ( $\beta=-.149\sim-.413$ ,  $P<.05$ ). **Conclusion:** It is suggested that the subjective well-being of elementary school teachers is on the low side. Career identity and development, as well as life condition may be the related factors of elementary school teachers' subjective well-being.

**Keywords:** Elementary School Teachers; Subjective Well-Being; Related Factors; Multivariable Stepwise Linear Regression.

## INTRODUCTION

There is no unified definition of subjective well-being (SWB) yet, and the most recognized one is Diener's definition. Diener defines subjective well-being from the perspective of self-evaluation and believes that subjective well-being is individuals' overall evaluation of their quality of life-based on their own standards [1]. It refers to the overall self-evaluation of individuals' quality of life at a certain stage in their life based on their internal standards formed from life and work. From Diener's definition, it can be seen that subjective well-being is individuals' subjective feeling and judgment of the life events they face, including their material and spiritual lives [2].

Bradburn (1969) summarized and recreated previous research and proposed that subjective well-being is mainly composed of two dimensions: positive and negative emotions, and provided original insights on positive and negative emotions [3]. Bradburn believes that when most people first see the words positive and negative emotions, they tend to perceive them as different aspects of the same nature and dimension, with one increasing and the other decreasing, which is completely incorrect. In fact, these two aspects are completely opposite in different dimensions. The change of one may not necessarily follow the change of the other, which means that to improve an individual's subjective well-being,

it is necessary to make changes to both positive and negative emotions. For example, while reducing negative emotions, efforts should be made to improve the experience of positive emotions. Only in this way can individuals' subjective well-being be effectively improved [4]. Bradburn's theory has caused a huge response in the field of psychology, which has been confirmed in various aspects in subsequent research and further developed by scholars. They believe that the structure of subjective well-being should not have only two dimensions, which are not enough to summarize the connotation of subjective well-being. An additional dimension should be added to complete it, which is the cognitive dimension, also known as satisfaction with life. Therefore, most scholars believe that subjective well-being includes three dimensions: individual cognition, positive emotions, and negative emotions [5]. a) Cognition and evaluation of their own quality of life (i.e., life satisfaction); and b) Positive emotions include happy, meaningful life, full of spirit and other emotional experience. c) Negative emotions include anxiety, depression, sadness, loneliness, boredom and discomfort, and other emotional experience, but not affective disorder and neurosis.

It can be seen that subjective well-being has the following three basic characteristics: a) Subjectivity: The evaluation of subjective well-being mainly depends on the standards set by oneself rather than the external standards, so subjective reporting method is often used to evaluate.

b) Integrity: subjective well-being reflects the overall subjective quality of life of the individual.

c) Relative stability: subjective well-being does not change significantly with the passing of time or the general change of environment [6].

There are four main theories about the mechanism of subjective well-being. The first is the goal theory such as Maslow's Hierarchy of Needs [7], which believes that subjective well-being is generated based on meeting needs and achieving goals. This theory suggests that human instincts require a sense of happiness, and with the continuous development of society and basic food and drink satisfaction, there is more energy to satisfy individual happiness. The second is the social comparison theory [8], in which personality traits play an important role as they affect the comparison between individuals and surrounding groups. Happy people usually compare to those who are not as good as themselves, unhappy people usually compare to those who are better than themselves, and maybe also compare to unhappy people. Optimists have confidence, while pessimists have inferiority. As Diener said, "Even if personality is not the best predictor of subjective well-being, it is at least one of the most powerful and reliable predictors [9]." The third is the personality-environment interaction theory, which believes that subjective well-being is influenced by the interaction between personality and environment. This theory believes that environment will affect the formation of individuals' personality, and the personality will further affect the sense of happiness [8]. The fourth is the theory of dynamic balance, which holds that individuals' sense of happiness is influenced by events around them, but the happiness they

experience only fluctuates up and down and is generally at a baseline. Therefore subjective balance can be restored [8].

Subjective well-being is the fundamental driving force behind individual work and life [10]. As Feuerbach once said, "The first duty of people to live is to make themselves happy. [11]". The acquisition of teachers' sense of happiness is of great significance in improving teaching quality, creating harmonious teacher-student relationships, and promoting teachers' physical and mental health. It can be said that only with happy teachers can there be happy students [10].

Primary school teachers have made important contributions to China's basic education, trained generations of children for millions of families, and provided batch after batch of reserve talents for the society. However, due to various factors, the subjective well-being of primary school teachers is at a moderate level [12-14] or above average [15], which affects their work enthusiasm and effectiveness to a certain extent. In recent years, with the implementation of a series of national basic education policies and the improvement of the developmental environment, the subjective well-being of primary school teachers has attracted more and more attention from all walks of life.

On the other hand, the subjective well-being of primary school teachers in economically developed areas [15] is higher than that in economically underdeveloped areas [12-14], but the subjective well-being of the entire group of primary school teachers including those in economically developed and economically underdeveloped areas is not very high, and there is significant room for improvement. Relatively speaking, primary school teachers in economically developed areas have a relatively lower economic status due to the fact that there are more high-income individuals and a higher per capita income level. Is their subjective well-being affected by this situation?

Previous studies show that the formation of primary school teachers' sense of subjective well-being is influenced by multiple factors. These factors can be divided into demographic factors, individual factors, and social factors. First, there are demographic factors, mainly including gender [15-17], age [15-17], teaching experience [15-17], education level [15-17], marital status [15-17], major [13], professional title [13], teaching school type [13], enrollment or not [13], and income [17], etc. Second, there are social factors include reference groups [13], social support [18-19], interpersonal relationships [20]. Final, there are psychological factors include psychological stress [18, 21], personality traits [12, 22], attribution styles [12], coping styles [19], psychological capital [16], self-esteem [23], and professional identity [24].

In summary, the subjective well-being of primary school teachers has become a hot topic of academic attention, but there is still no consensus on the concept, current situation, influencing factors, and mechanisms of their subjective well-being. Most of the previous research focuses on limited two or three factors, and the factors involved are different [12-24]. It is unable to systematically reveal the influencing factors and the mechanism of the subjective well-being.

Based on the above analysis, this study intends to adopt a large sample multi center empirical research to systematically expound the status and various influencing factors such as the demographic factors, teaching-related factors, and personal factors of primary school teachers' subjective well-being.

## 1. Object and Methods

### 1.1 Object

#### 1.1.1 Sample size estimation

The minimum sample size is calculated [25]. This method needs to be based on the incidence, but subjective well-being is a continuous variable, only with high and low points, without whether or not points, so cannot directly use subjective well-being to calculate the sample size. As depression is a common psychological disorder, which plays an important role in predicting subjective well-being, so we use the prevalence rate of primary school teachers' depression to calculate the sample size. Previous studies showed that the incidence rate of depression among primary school teachers in China was 7.70% to 57.60% [26-29], and the median test effect was  $d$ , which was 0.50 to 0.80 [30]. In this study, the effect value  $d = 0.70$ , the statistical test power  $1 - \beta = 0.80$ , and the class I error probability  $\alpha = 0.05$  are set. The minimum sample size needed for the survey is calculated as 846. The minimum sample size is determined as 1016 due to a potential loss rate of 20%.

#### 1.1.2 Sampling

By stratified random sampling, a total of 1400 primary school teachers were selected from Shenzhen, Jiangmen, Zhuhai, Shanwei and Zhanjiang from April 2020 to May 2020. Inclusive criteria: over 20 years old, normal spirit and intelligence, more than 1 year of teaching in primary school. Exclusion criteria: those who could not complete the scale due to serious physical diseases, mental disorders, and other reasons. In fact, 1368 people met, with a visit rate of 97.7%. Among them, 9 (0.64%) were positive by mini-mental state examination (MMSE) and 76 (5.43%) were not willing to cooperate with the survey. A total of 1283 people completed the survey, and the effective rate was 91.6%. Among them, there were 361 from Shenzhen, 418 from Jiangmen, 206 from Zhuhai, 102 from Shanwei and 196 from Zhanjiang; the average age was  $(33.8 \pm 10.6)$  years old; 318 from 20 to 30 years old, 354 from 30 to 40 years old, 327 from 40 to 50 years old and 284 from 50 to 60 years old; 485 unmarried, 257 divorced, 48 widowed and 493 married; 337 from senior high school or technical secondary school, 439 from junior college, 473 undergraduates and 34 with master's degree; 853 from city or town, 430 from rural; 417 substitute teachers and 866 teachers in the personnel establishment.

### 1.2 Tools

#### 1.2.1 Subjective Well-Being Scale (SWBS)

It includes two parts: Life Satisfaction Scale and Emotion Scale. Subjective well-being level (SWB) is the score of life satisfaction plus emotional balance.

#### (1) Satisfaction with Life Scale (SLS)

It is compiled by Diener (1985) [31] and used to evaluate the satisfaction with oneself's life and the closeness to his (or her) ideal life. SLS includes five items. The likert 7-point scoring method is used to score from 1 to 7 points corresponding to

“strongly against” to “strongly for”. The higher the total score, the higher the degree of life satisfaction. In this study, the cronbach's coefficient of the scale is 0.824.

#### (2) Affect scale: positive affect, negative affect, affect balance (AS)

It is compiled by Bradburn (1969) and revised by fan Xiaodong into Chinese version [32], which is used to assess the emotions and life evaluation of the general population in the past few weeks. There are 10 items, which are divided into three dimensions: positive emotion, negative emotion, and emotional balance. If the answer is “yes” to the positive emotion item, 1 point will be scored; if the answer is “no” to the negative emotion item, 1 point will also be scored. The emotional balance is calculated by subtracting the negative emotional score from the positive emotional score and adding a coefficient of 5. In this study, the cronbach's coefficient of the total table is 0.886, and the cronbach's coefficient of each dimension is 0.814-0.837.

#### 1.2.2 Test of Teacher Competency (TTC)

It is compiled emotion [33] to evaluate the professional competence of primary and secondary school teachers. There are 50 items, which are divided into 10 subscales: personal characteristics (TRI), focus on students (FCN), professionalism (EXP), interpersonal communication (ICO), relationship building (RB), information collection (INFO), professional preference (PP), respect for others (RO), understanding others (UO), lie detection (LIE). The 5-point scoring method is used to score from 1 to 5 points corresponding to “completely inconsistent” to “completely consistent”. The higher the total score, the stronger the professional competence. In this study, the cronbach's coefficient of the total scale is 0.894, and the cronbach's coefficient of each subscale is 0.815-0.845.

#### 1.2.3 Social Support Rating Scale (SSRS)

It is compiled effects [32] to evaluate the social support and its utilization. There are 10 items, which are divided into three dimensions: objective support (i.e., the actual support received), subjective support (i.e. the support that can be experienced or emotional), and utilization of support (i.e. the active use of various social support, including the way of talking, the way of asking for help, and the situation of participating in activities). The higher the total score, the higher the degree of social support. Generally speaking, the total score of less than 20 is to get less social support, 20 to 30 is to get general social support, and  $> 30$  is to get satisfactory social support. In this study, the cronbach's coefficient of the total scale is 0.907, and the cronbach's coefficient of each dimension is 0.830 to 0.879.

#### 1.2.4 Mini-mental state examination (MMSE)

Also known as simple mental state checklist [34] into Chinese version, which is the most authoritative cognitive screening scale in the world. MMSE has five items, including time and location orientation, language (retelling, naming, understanding of instructions), mental calculation, immediate and short-term auditory word memory, visual structure imitation, mainly for simple assessment of orientation, memory, language, calculation, and attention, etc. The test takes 5-10 minutes. MMSE is simple to

operate, and has high reliability, validity, specificity, and sensitivity. The total score of the scale was 30, the dividing value was illiteracygroup  $\leq 17$ , primary school group  $\leq 20$ , middle school or abovegroup  $\leq 24$ . Cognitive dysfunction existed when the score is below the threshold. In this study, the Cronbach 'a coefficient of the scale is 0.811.

**1.2.5 Self-compiled questionnaire for the related factors of elementary school teachers' subjective well-being**

The CNKI, Wanfang database, VIP database, Baidu, Pubmed and other search engines are used to search the literature on subjective well-being among elementary school teachers (206 in Chinese and 13067 in foreign). Based on that, the basic content of the questionnaire is constructed, with a total of 28 items. Combined with the results of 3 collective discussions with 10 representatives of elementary school teachers and 5 experts in the field of elementary education, 4 items were deleted, and 1 item was added. The final questionnaire for related factors of elementary school teachers' subjective well-being consists of 25 items, including gender, age, teaching age, teaching grade, marital status, how many children do you have, education, professional title, teaching subjects, posts, whether a head teacher, category of personnel arrangement, administrative region of school, health, self-study, work environment, occupation development prospect, self-evaluation of performance, colleague evaluation of performance, annual income, time to work, rationality of performance evaluation, physical exercise, tourism and so on.

**1.3 Collection and arrangement of data**

Before the investigation, the researchers who participated in the survey were trained uniformly, and the investigation process and evaluation standard were unified. The consistency test ( $\kappa = 0.81 \sim 0.90$ ) met the test requirements. The questionnaires with scores of more than 5% of the items missing were eliminated. The missing values of the valid questionnaires were estimated and filled with the average. Two researchers independently input the same data using Epidata 3.0 software and conduct a unified logic check to ensure the accuracy of the data.

**1.4 Statistical methods**

Data was exported from Epidata 3.0 to SPSS 20.0 for statistical analysis. The main statistical methods include descriptive statistics and multiple linear regression analysis.

**1.5 Ethical licensing**

The procedure of this study is in accordance with the ethical standards set by the ethics committee of Department of Education of Guangdong Province and approved by the Committee.

**2. Results**

**2.1 Descriptive statistics**

The score of SWB was  $(-0.05 \pm 2.19)$ , and the total score of TTC and SSRS were  $(3.73 \pm 0.61)$  and  $(33.71 \pm 5.52)$ , respectively. It shows that the subjective well-being of primary school teachers in this group is on the low side, and their competence is on the high side. They get more satisfactory social support, as shown in Table 1.

Table 1: descriptive statistics of SWBS, SLS, AS, TTC, and SSRS scores (n = 1283).

Dimension	M $\pm$ SD	MIN	MAX
SWB	-0.05 $\pm$ 2.19	-2.30	4.25
Life satisfaction	4.09 $\pm$ 1.21	1.38	6.61
Positive emotions	2.27 $\pm$ 1.17	0.93	5.67
Negative emotions	3.81 $\pm$ 1.27	1.47	6.53
Emotion balance	3.46 $\pm$ 1.23	1.02	6.03
Total score of TTC	3.73 $\pm$ 0.61	2.28	5.11
Personal characteristics	3.59 $\pm$ 0.82	1.86	5.23
Focus on Students	3.60 $\pm$ 0.88	1.81	5.31
Professionalism	3.64 $\pm$ 0.86	1.63	5.24
Building relationships	3.70 $\pm$ 0.84	1.53	5.12
Interpersonal communication	3.92 $\pm$ 0.85	1.91	5.49
Information gathering	4.19 $\pm$ 0.87	1.79	5.33
Professional preference	3.74 $\pm$ 0.94	1.23	5.11
Understanding others	3.63 $\pm$ 0.83	1.64	5.01
Respecting others	3.57 $\pm$ 1.09	1.03	4.99
Lie	1.77 $\pm$ 0.68	0	1.0
Total score of SSRS	33.71 $\pm$ 5.52	16	50
Objective support	8.65 $\pm$ 2.08	4	15
Subjective support	16.70 $\pm$ 3.42	5	23
Support utilization	8.36 $\pm$ 2.59	5	13

**2.2. Regression analysis**

**2.2.1 Variable assignment**

First, values are assigned to the possible situations (alternative answers) of 25 categorical variables (including demographic variables and psychosocial variables) that may affect the total score of SWB, and the results are shown in Table 2.

Table 2: Variable assignment.

Item	Options and assignment
1. Gender	0=Female, 1=Male
2. Age	0=20~30 years old, 1=30~40 years old, 2=40~50 years old,

	3=50~60 years old	performance	don't know, 3 = average, 4 = very good
3. Teaching age	0=1~10 years, 1=10~20 years, 2=20~30 years, 3=30~40 years	19. Colleagues' evaluation	0 = basically competent, 1 = competent, 2 = backbone teachers, 3 = expert teachers
4. Teaching grade	0=Grade 1, 1=Grade 2, 2=Grade 3, 3=Grade 4, 4=Grade 5, 5=Grade 6	20. Rationality of performance evaluation	0= very unreasonable, 1 = not very reasonable, 2 = don't know, 3 = a little reasonable, 4 = basically reasonable
5. Marital status	0 = unmarried, 1 = divorced, 2 = widowed, 3 = married	21. Annual income	0 = below 40000 Yuan, 1 = 40000 ~50000 Yuan, 2 = 50000~60000 Yuan, 3 = 60000~70000 Yuan, 4 = 70000~80000 Yuan, 5 = 80000 Yuan or more
6. How many children do you have?	0=0, 1=1, 2=2, 3=more than 2	22. Health	0= very bad, 1 = not very good, 2 = average, 3 = very good
7. Education	0=technical secondary school or senior high school, 1 = junior college, 2 = Bachelor's degree, 3 = Master's degree	23. Frequency of physical exercise	0 = never, 1 = once a week, 2 = twice a week, 3 = three times a week, 4 = once a day or more
8. Teaching subjects	0 = non quiz required subjects, 1 = quiz required subjects	24. How long do you exercise each time?	0= less than 30 minutes, 1 = 30~60 minutes, 2= 60~120 minutes, 3 = more than 120 minutes
9. Professional Title	0= not employed, 1 = grade 3 of primary school, 2 = grade 2 of primary school, 3 = grade 1 of primary school, 4 = senior grade of primary school	25. The frequency of long-distance travel	0= never travel, 1 = once in two or three years, 2 = once a year, 3 = more than twice a year
10. Time to work	0 =within 0.5 h, 1 = 0.5~1.0 h, 2 =1.0~1.5 h, 3 =1.5~2.0 h, 4 = more than 2 h		
11. Post	0 = none, 1 = grade head, 2 = head of teaching and research group leader, 3 = administrative staff concurrently teaching		
12. Headteacher	0= no, 1 = yes		
13. Personnel arrangement category	0 = substitute teacher, 1 = teacher in personnel establishment		
14. Administrative region of school	0 = rural, 1 = town, 2 = second tier city, 3 = first tier city		
15. Self- study	0 = none, 1 = occasionally, 2 = often, 3 = almost every day		
16. Work environment	0 = very bad, 1 = not very good, 2 = average, 3 = very good		
17. Career development prospect	0= very poor, 1 = not very good, 2 = average, 3 = very good		
18. Self-evaluation of	0 = bad, 1 = not very good, 2 =		

### 2.2.2 Multiple stepwise linear regression analysis on influencing factors of SWB score

Taking the score of SWB as the dependent variable and 25 categorical variables, the total score of TTC and SSRS as independent variables, the multiple stepwise linear regression analysis is carried out within 95% confidence interval. From Table 3, it can be seen that the score of SWB is positively correlated with education, category of personnel arrangement, professional title, working environment, career developmental prospect, annual income, self-study, health status, total score of TTC and SSRS ( $\beta = .219 \sim .780$ , all  $P < .05$ ). Gender, head teacher, teaching subjects, marital status and posts are negatively correlated with the total score of SWB ( $\beta = -0.149 \sim -.413$ , all  $P < 0.05$ ).

Table 3: Multiple stepwise linear regression analysis of main influencing factors of SWB score.

Dependent Variable	Independent variable	Regression Coefficient		$\beta$	t	P	R <sup>2</sup>	R <sub>adj</sub> <sup>2</sup>
		B	SE					
SWB	Education	0.234	0.039	0.273	5.438	<0.001	.0525	0.522
	Personnel arrangement category	0.560	0.068	0.521	7.716	<0.001		
	Professional title	0.459	0.056	0.325	3.588	<0.001		
	work environment	0.616	0.079	0.507	2.513	0.019		
	Career development prospect	0.416	0.051	0.309	7.223	<0.001		
	Annual income	0.514	0.071	0.468	5.633	<0.001		
	Self-study	0.468	0.065	0.219	4.196	<0.001		
	Health	0.756	0.092	0.647	8.734	<0.001		
	Total score of TTC	0.762	0.073	0.781	7.435	<0.001		
	Total score of SSRS	0.329	0.058	0.261	4.123	<0.001		
	Gender	-0.524	0.063	-0.475	-5.793	<0.001		
	Are you a head teacher	-0.506	0.087	-0.283	-7.433	<0.001		
	Teaching subjects	-0.289	0.043	-0.158	-5.763	<0.001		
	Marital status	-0.385	0.049	-0.139	-4.811	<0.001		
Post	-0.421	0.031	-0.207	-2.215	0.034			

### 3. Discussion

The score of SWB is (- 0.05±2.19), and the total score of TTC and SSRS are (3.731±0.61) and (71 0 ±5.52), respectively. It is consistent with the results of previous literature [35-38], suggesting that the subjective well-being of this group is low, the competency of teachers is generally in the upper middle level, and they get more satisfactory social support. Multiple stepwise linear regression analysis shows that education, personnel arrangement category, professional title, working environment, career development prospect, annual income, self-study, health status, total score of TTC, and SSRS are positively correlated with the score of SWB, while gender, headteacher, teaching subjects, marital status, and posts were negatively correlated with the score of SWB.

This study finds that there is a significant correlation between gender and subjective well-being of primary school teachers, which is consistent with the results of Wang Wenting [39], Fu Hongmei [40], and Guo Jing [41], suggesting that gender has an important influence on career, which may be due to the different personality characteristics and career expectation of men and women. Education and self-study are positively correlated with the subjective well-being of primary school teachers. The higher the education level and self-study enthusiasm, the stronger the

subjective well-being, which is consistent with the results of Wang Wenting [39]. To a certain extent, the level of education reflects the individual's intelligence level and work foundation. Those with higher education background and effort have mastered more professional knowledge and more advanced education and teaching skills and are more likely to be competent for teaching work. With the development of economy and education, the requirement of primary school teachers' education is higher and higher. In recent years, primary school teachers are required to have bachelor's degree. Teachers with diploma of secondary normal school or junior college can no longer meet the needs of educational development, which urges the majority of primary school teachers to participate in various kinds of training to improve their academic qualification and professional skills. Therefore, the lower the education level, the greater the pressure of further education and the lower their happiness.

This study finds that the subjective well-being of teachers in charge of a class is lower than that of other teachers, the subjective well-being of primary school teachers who teach mathematics, Chinese, English and other quiz required subjects is lower than that of teachers teaching other subjects, the subjective well-being of teachers in administrative positions is lower than that of other teachers, the subjective well-being of married teachers is lower than that of unmarried teachers. It is consistent with the results of

previous research [38-41], suggesting that social role and work pressure affect subjective well-being. Compared with unmarried teachers, teachers who are not in charge of a class, teachers in charge of non-quiz required subjects and teachers who are not engaged in administrative work, married teachers, head teachers, teachers teaching quiz required subjects, and teachers who are engaged in administrative work have more heavy tasks, greater work pressure, longer working hours and more dispersion, they not only need to work in school but also often in leisure time. So, they have less rest and leisure, and are more prone to physical and mental fatigue, thus reducing their sense of happiness. The subjective well-being of the substitute teachers is lower than that of the teachers in the personnel establishment. At present, there are still 3% primary school teachers in China who are substitute teachers. Their situation can be summarized as the following sentences: "they are teachers, but they often have no teacher's treatment, lack of training leads to insufficient development assistance, unable to make ends meet and have no support for the elderly, and the prospect of hard work is not clear". This dilemma makes substitute teachers face greater survival pressure in the accelerated development of society [42]. TTC total score and professional title are positively correlated with subjective well-being of primary school teachers, consistent with the results of previous research [14, 38]. It is suggested that the professional quality not only affects the work effect of teachers, but also affects the teachers' life feeling. TTC total score is the subjective evaluation of teachers' work ability, values, and other professional qualities, while the professional title is the recognition of the comprehensive equality of individuals (including the professional and technical level) by the school and society. The lower the total score of TTC, the more the teachers think they are not competent for teaching; the lower the professional title, especially the professional title not corresponding to the teaching age, the more seriously their comprehensive quality (not only the professional and technical level) is not recognized by the work unit and society, which is more prone to frustration, and the job burnout is more easily caused by the feeling of "pay-get imbalance [43]", thus reducing the subjective well-being. Health status is a positive predictor of primary school teachers subjective well-being, which is consistent with Guo Jing's [41] research results, suggesting that physiological and mental function play important roles in life experience. Poor health condition can easily cause discomfort and sense of loss (including physiological and social functions). Because of the high work stress and less activity, primary school teachers become the high incidence group of occupational diseases, which greatly hinders their work efficiency and quality of life, and easily leads to depression, anxiety and other negative emotions [29], thus reducing subjective well-being. Social support level was positively correlated with SWB score, which was consistent with the previous study [19,44]. Social support has a positive predictive effect on the subjective well-being of different groups [18, 19, 45, 46], which is confirmed in this study. Social support is based on sufficient interpersonal understanding and harmonious interpersonal relationship, which not only provides material support and emotional comfort for the parties, but also provides feasible coping methods to help them solve problems, successfully overcome

difficulties, reduce the level of physical and mental stress, and maintain mental health and subjective well-being. The career development prospect, working environment, annual income is positively correlated with the subjective well-being of primary school teachers, consistent with the results of Renzhengpan [17] and Zhang Guyue [38], suggesting that occupational value plays an important role in promoting the subjective well-being. Generally speaking, the higher the social value (being paid attention to by society), the better the prospect of the occupation, the more comfortable the working environment, the higher the level of welfare and income, the stronger the professional acquisition and subjective well-being [47].

## Conclusion

There are many influencing factors of primary school teachers' subjective well-being, which can be summarized into two categories: one is positive, mainly the living resources and working condition, including material resources, such as income, and spiritual resources, such as social support, education level, etc; the other is negative, mainly the subjective life difficulties, such as staffing constraints, unclear career prospect, poor health, etc.

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