



A STUDY OF PERCEIVED WELL-BEING AMONG FEMALE PRIVATE SCHOOL TEACHERS OF MYSORE

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Introduction

Teachers play an important role in shaping the lives of students whom they teach. Teachers not only play a role in shaping the lives of students but as stated in the Education Commission (1964-65), “the destiny of India is also shaped in her classrooms”. Through their influence, teachers inspire dreams and set higher limits of performance to nurture the potential of their students. In today’s world, teachers play multitude of roles such as a mentor, a counselor and a role model. Emphasizing the role of teachers, the National Policy on Education (1992) stated that “no nation can rise above the level of its teachers”.

Under the aforesaid perspective on the importance of teachers, teaching should be rewarding career and teachers should feel proud and satisfied about their work. But teachers are also human beings and their concerns are not only the nature of work they perform but the context in which they perform their work. For example, they also have a family to look after. The intricacies involved in the situation in which a teacher works can be difficult to many a practitioners and can have an adverse impact on their wellbeing. As stated by Ingersoll and May (2012), up to one-third of educators are anxious and a similar number of educators quit their careers in the initial five years. Keller et al. (2014) state that education is a highly emotional career and the work pressures involved can lead to dissatisfaction in work, mental illness and diminishing feeling of wellbeing. They also state that scholars, managers, and policymakers are becoming increasingly concerned about the wellbeing of educators because of these worrisome patterns.



The Concept of Perceived Wellbeing

The concept of wellbeing has been characterized in various forms and is defined in multiple ways. Despite broad agreement among researchers that well-being should be conceptualized as a multidimensional construct, there is little consensus about how well-being should be defined (Hascher & Waber, 2021). Like most concepts in psychology, the meaning of wellbeing changes depending on the theoretical perspective of the researcher. But it is agreed that wellbeing is as perceived by two main theoretical perspectives on wellbeing are Hedonic perspective and Eudaimonic perspective (Disabato et al., 2016). Hedonic well-being is defined by the experience of positive emotional states and satisfaction of desires. Hedonism, the pursuit of pleasure and the minimisation of pain, was articulated by Aristippus and Epicurus (Peterson, Park, & Seligman, 2005). This perspective of wellbeing gives pleasure pre-eminence as the ultimate pursuit of the personal experience and behaviours, and pain as the opposing experience that is to be most avoided. While Aristotle's eudaimonic perspective looks at happiness as the result of individuals living in accordance with their virtues as is the case in Carl Roger's concept of 'fully-functioning individual' or Maslow's 'self actualisation'. The World Health Organization (World Health Organization, 2014) speaks of wellbeing in terms of health - physical, mental and social - pointing out that it is not merely the absence of disease and infirmity. Thus, they link health and wellbeing together into a frame where there is a presence of positive factors rather than simply the absence of negative ones. Diener, Suh, Lucas, and Smith (1999) stated in their research that the subjective well-being (SWB) has two areas: cognitive and emotional aspects. The cognitive aspect refers to the degree of satisfaction with life. On the other hand, the emotional aspect includes both positive and negative emotions such as pleasant and sad. Furthermore, Diener, Oishi, and Lucas (2003) said that SWB encompasses high positive emotions, low negative emotions, and high satisfaction with life.

Importance of Well-Being among Teachers

For schools in particular and the society in general teacher well-being is important since it relates to teaching effectiveness, student learning outcomes, and to certain extent educational governance. According to Creemers and Reezigt (1996), high teacher well-



being helps stabilize their functioning and increases their commitment. On the contrary, low teacher well-being is an obstacle to school improvement and can lead to higher absenteeism among teachers (Martin, Colmar & Liem, 2012).

In today's context of schooling, teachers are expected to perform ever increasing tasks and keep adding to their skill sets. Even though their primary role is to facilitate learning, they are also to help students develop appropriate social emotional and vocational skills, responding to a wide ranging difference among students for their holistic development. The NEP-2020 has placed high emphasis on holistic development of the learner and teachers are to monitor learner development through holistic progress card. As stated by Schleicher (2018), teachers are expected to adapt to the technological and digital demands to use information and communication technologies in their classroom to develop higher order skills. There may not be a second opinion that teaching is a demanding and challenging profession and teachers are exposed to stress and burnout. Wellbeing is not just the mere absence of illness at work. Rather, it refers to healthy and successful functioning of teachers at work (Benevene et. al. 2020).

The studies conducted by the University of Pennsylvania Positive Psychology Centre (Moog, 2021) reveal that when compared to people with low well-being, people with higher levels of well-being perform better at work, have more satisfying relationships, are more cooperative, have stronger immune systems, have better physical health, live longer, have lower levels of burnout, have greater self-control, have better self-regulation and coping abilities.

Factors Influencing Well-Being

According to Redelinghuys & Rothmann, (2020), 'incidences of burnout, depression and stress are frequently reported amongst teacher samples'. Kinman & Strange (2011) stated that 'A body of research indicates that teachers are more vulnerable to work-related stress, psychological distress and burnout than many other occupational groups'. It is a known fact that teachers do face a variety of challenges in their day-to-day functioning. Many a schools in India present the teachers with unfavourable teacher-student ratios in their classrooms. Added to this is the fact that teachers are required to do



extra work due to the absenteeism among other teacher colleagues that too with short or very short notice. Under resourced classrooms and lack of autonomy are the other factors that influence teacher well-being. Apart from the academic activities, teachers are called upon to take up administrative work and even house to house surveys in the area where the school is located. TWB is also associated with other psychological constructs, including negatively with teacher stress and burnout (Buric, Sliskovic, & Penezic, 2019), and positively with satisfaction and positive emotions (Bullough & Pinnegar, 2009), resilience and flourishing (Beltman, Mansfield, & Price, 2011), and motivation and commitment (Cameron & Lovett, 2015). Researchers have pointed out several within and outside school factors that influence the teachers. Among them are high job demands, such as substantial work overload, time pressure, pupils' misbehavior, and intense emotional interactions with pupils (Brotheridge & Grandey, 2002), unsupportive colleagues and uncooperative parents (Lasky, 2000), which can result in feelings of anger or frustration (Bullough, Knowles, & Crow, 1991; Sutton & Wheatley, 2003).

In spite of these and other challenges many teachers have shown resilience and are able to function efficiently with a positive mind set. Some research studies have shown that teachers flourish, are engaged positively in their work and experience a sense of enthusiasm and satisfaction with their jobs (Redelinguys, 2016; Hakanen, Bakker, & Schaufeli, et. al. 2006; and Roth, Assor, Kanat-Maymon, & Kaplan, 2007). Many teachers still feel satisfied and happy while working (Bakker, & Demerouti, (2007); Grayson & Alvarez, 2008; Jacobsson, Pousette, & Thylefors, 2001). They experience positive emotions when their pupils are responsive and make progress (Hargreaves, 1998, 2000), when they manage to finish their work tasks, and when they can get support from their colleagues (Hatch, 1993). Pragnya Suma & Krishna Mohan (2020) in their study on influencing factors on teachers in Visakhapatnam City have found that a large percentage (84%) of the teachers are either happy or very happy with the school

The primary factor related to the school and its management that influences the perceived well-being of the teachers is the working conditions of the school. Teachers sometimes have to put up with extremely difficult working conditions which compel them to either lead a stressful life or leave the profession. Poor wages, routine and repetitive



nature of work, harsh supervision and poor classroom facilities and lack of teaching-learning resources make it difficult for the teachers to perform their functions with satisfaction and cheer. On the contrary there are also schools where the teachers are treated with respect, provided with a decent salary and facilities. Under both these conditions one would find teachers who are enthusiastic and perform their duties effectively.

The school system in India is largely governed either by the government or by private entities and trusts. It is generally believed that the private school teachers work under stringent conditions under the watching eyes of supervisors and administrators. Unlike in the government schools where the teacher is paid a scaled salary without any additional incentives for good work, the private schools by virtue of the flexibility in administrative rules can either punish or reward the teachers other than the agreed upon salary based on their performance. If the government school teachers have ample opportunities for learning new skill sets through professional development programmes organised by the government, the private school teachers have very few such opportunities. This would compel the private school teachers to learn from each other in a spirit of collaboration. There are ample opportunities for them to share their achievements as well as their worries. The psychological support from colleagues is high among the private school teachers. They operate in an atmosphere of strict hierarchy where in the juniors and subordinates have to strictly adhere to the instructions, advice and guidelines provided by the superiors. One finds highly progressive private schools with contemporary and modern facilities and also schools which maintain a bare minimum of facilities. Several managements run multiple schools which create an advantage for teachers interested in sharing their experiences.

The Present Study

The present study seeks to explore the extent to which teachers working in private schools experience well-being and whether their subjective well-being is related to other factors such as years of experience as a teacher and locus of control. Normally, women outnumber men as teachers in the private schools. It is a known fact that women teachers have not only to perform all the duties assigned to them by the school but they also have to take care the family and the household work associated with the family. In a way they



have stressors not only in the school but also at home. The study explores the extent to which well-being is perceived by the female teachers teaching various subjects and at different levels of schooling. The study also aims to find out the extent to which the well-being scores of the female teachers have a relationship with their locus of control scores.

Objectives of the Study

1. To study the overall well-being of the private school female teachers as well as their well-being in terms of Engagement, Positive Emotion, Relationships, Meaning, Accomplishment, and Health.
2. To study the significance of difference in perceived well-being of the private school female teachers teaching lower classes and those teaching upper classes.
3. To study the significance of difference in perceived well-being of the private school female teachers with below 10 years of teaching experience and those with above 10 years of experience.
4. To study the significance of difference in the areas of perceived well-being of the private school female teachers teaching lower classes and those teaching upper classes.
5. To study the significance of difference in the areas of perceived well-being of the private school female teachers with below 10 years of teaching experience and those with above 10 years of experience.
6. To study the relationship between the perceived well-being and the locus of control of the private school female teachers.

Hypothesis of the Study

1. There is no significant difference in the mean overall well-being score of the private school female teachers teaching lower classes and those teaching higher classes at .05 level of significance.
2. There is no significant difference in the mean overall well-being score of the private school female teachers with below 10 years of teaching experience and those with above 10 years of experience at .05 level of significance.
3. There is no significant difference in the area wise mean well-being score of the private school female teachers teaching lower classes and those teaching higher classes at .05 level of significance.



4. There is no significant difference in the area wise mean well-being score of the private school female teachers with below 10 years of teaching experience and those with above 10 years of experience at .05 level of significance.
5. There is no significant correlation between the perceived well-being and the locus of control of the private school female teachers at .05 level of significance.

Variables and their operational definition

Perceived Well-Being

Perceived well-being among female teachers is the variable of interest in this study. The theoretical basis for studying this variable is drawn from the PERMA model of Selgman (2012). According to this model well-being consists of five domains namely, positive emotion, engagement, relationships, meaning, and achievement. As stated by Butler and Kern (2016), the well-being of a person is measured based on individuals' experiences of positive emotions, having meaning and purpose in life, having positive relationships, engaging in activities of interest, and having significant personal accomplishments.

Locus of Control

Locus of Control refers to the general belief of an individual whether his/her life is majorly controlled by oneself or by outside forces. According to Gerrig, & Zimbardo, (2002), a person's locus of control can be either 'Internal' or 'External'. An internal locus of control means that the individual holds the belief that s/he controls her/his life choices and that the power is with her/him to turn life in whichever direction they want. When a person has an external locus of control, s/he believes that things happening in their lives aren't under their control, but are controlled by external sources, like chance, powerful others, luck etc. This study has used the definition given by Zimbardo (1985) in his book, 'Psychology and Life' as the operational definition. He defined locus of control as 'a belief about whether the outcomes of our actions are contingent on what we do (internal control orientation) or on environmental factors that are outside our personal control (external control orientation)'.



The other variables are the number of years of experience as a teacher and the level of school education at which the teacher is teaching. Teachers teaching lower classes are those who teach classes from nursery up to class VIII and the teachers teaching higher classes are those teaching classes IX to XII.

Methodology of the Study

The present study seeks to explore the perceived well-being of the female private school teachers of Mysore in relation to their experience, level of teaching and the locus of control. The methodology of the study is survey.

Tools of the Study

Perceived well-being of the teachers is studied using the 'PERMA-Profilier', a multidimensional measure of well-being developed by Butler and Kern (2016) based on Seligman's five pillars. The PERMA-Profilier consists of 23 questions on a scale from 0 to 10, measuring the five PERMA pillars namely positive emotion, engagement, relationships, meaning, and accomplishment using self-reporting technique. The respondents are presented with three questions each on the five pillars, as well as one question on overall wellbeing, three questions on negative emotions (sadness, anger, and anxiety), one question on loneliness, and three questions on self-perceived physical health. This scale provides 7 domain scores (one for each of the five pillars, negative emotion, and health), an overall happiness/wellbeing score, and a loneliness score. A composite wellbeing score can be calculated by averaging all 15 PERMA items and the overall wellbeing item.

Locus of Control is measured using Rotter's Locus of Control Scale (LCS). The LCS is a widely used tool and has been translated into over 40 languages. The Scale has 29-items that measure an individual's level of internal-external control, in other words, the degree to which the individual interprets events as being a result of their own actions or external factors. The LCS is a forced choice questionnaire in that respondents must select a response choice that provides a specific answer to each item. For each item, the respondent must select the statement they agree with the most from an 'a' or 'b' option. The 29-item version contains six filler items to make ambiguous the purpose of the test.



Scores range from 0 to 13, with lower scores indicating internal control and higher scores indicating external control.

Sample for the Study

The present study is conducted on a population of female private school teachers in Mysore. The sample for the study consists of female teachers working in two private schools. One school is located in Mysore city and the other in Jayapura town of Mysore. The sampling method is ‘purposive sampling’ and the findings of this study can only be generalized to the female teachers working private schools of Mysore.

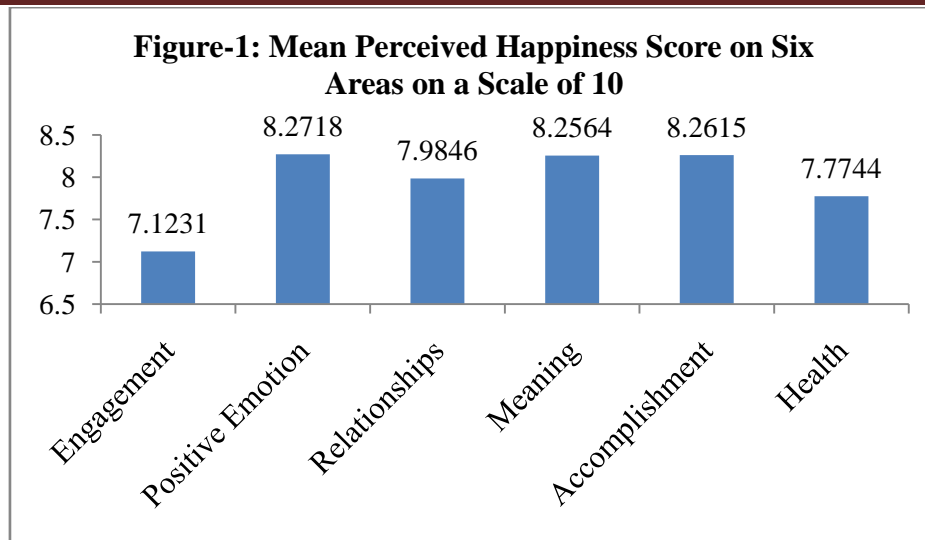
Analysis and Interpretation of Data

Overall and Area wise Happiness of Female Private School Teachers

Table 1: Mean Overall Happiness Score of Female Private School Teachers of Mysore (Maximum Score = 160)					
	N	Minimum	Maximum	Mean	Std. Deviation
Overall Happiness	65	40	156	128.12	21.898

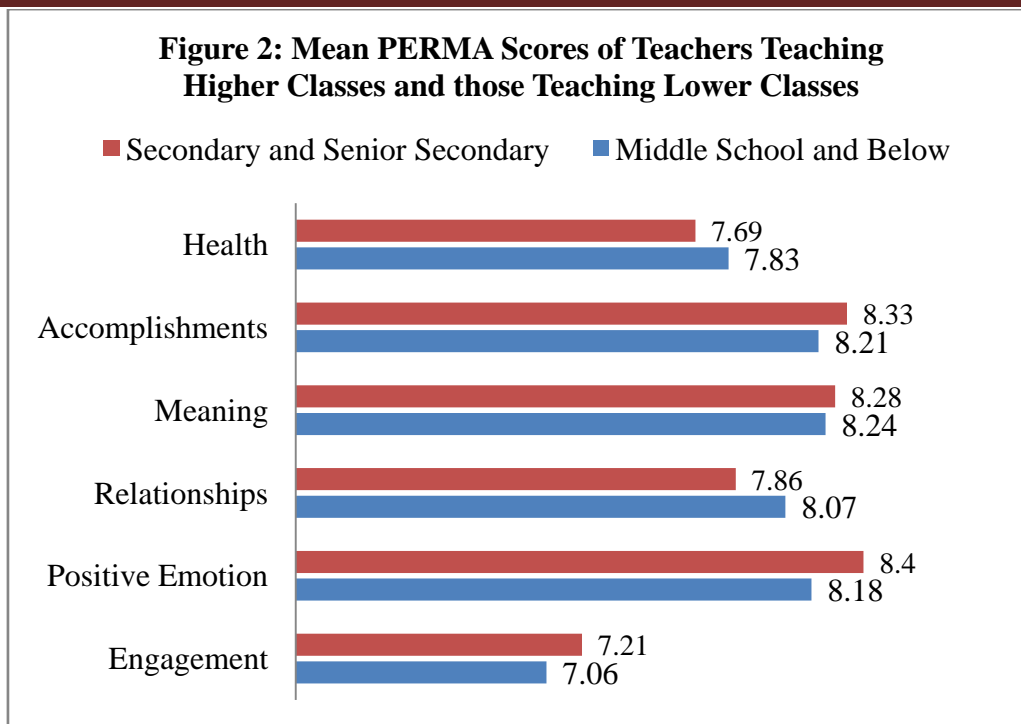
The data collected was analysed using descriptive statistics and significance of correlation coefficient. At the outset the overall happiness of the female private school teachers was computed and from Table 1 it may be observed that mean overall happiness score was 128.12 which is much above the average of 80. On a scale of 10 the overall happiness score is 8.01. Hence, it may be said that the teachers have perceived themselves to be happy in their life.

Further, their happiness on the six areas of PERMA-Profler namely Engagement, Positive Emotion, Relationships, Meaning, Accomplishment, and Health was described. Results are presented in Figure 1.



To interpret the extent to which the sampled teachers have perceived themselves to be happy on the areas of PERMA-Profilier, the classification of scores given by Butler & Kern, (2016) was employed. According to this classification a score of 8 to 8.9 indicates high level of happiness and a score of 6.5 to 7.9 indicates normal level of happiness. From Figure 1 it can be found that the female teachers have rated themselves at a high level of happiness in areas of Positive Emotion, Meaning and Accomplishment whereas they consider themselves at a normal level of happiness in areas of Engagement, Relationships and Health.

Area wise Happiness of Female Private School Teachers in terms of the Level at which they are Teaching



It may be observed from Figure 2 that the female teachers who are teaching in higher classes perceive themselves at slightly higher level of happiness than those who teach in lower classes in the areas of Accomplishment, Meaning, Positive Emotion and Engagement. The teachers who teach in lower classes on the other hand perceive themselves at higher level of happiness in the areas of Health and Relationships than the teachers who teach in higher classes. The data was further subjected to independent samples t-test to find out whether these differences in perceived happiness are significant. The hypothesis tested in this regard is stated as follows.

Hypothesis: There is no significant difference in the mean overall well-being score of the private school female teachers teaching lower classes and those teaching higher classes at .05 level of significance.

Result obtained upon testing the null hypothesis is given in Table 2.

Table 2: Significance of Difference between Mean Overall Happiness Scores of Teachers Teaching at Different Levels of School Education							
Groups	N	Mean	Std. Deviation	Std. Error Mean	t-value	Significance (2-tailed)	Result



Middle School and Below	38	1.2766E2	24.34024	3.94851	-.211	.833	Null hypothesis Accepted
Secondary and Senior Secondary	27	1.2878E2	18.34359	3.53022			

The obtained t-value of .211 is not significant at .05 level of significance. Hence the null hypothesis is accepted. This would mean that there is no difference in overall happiness of teachers teaching students at different levels.

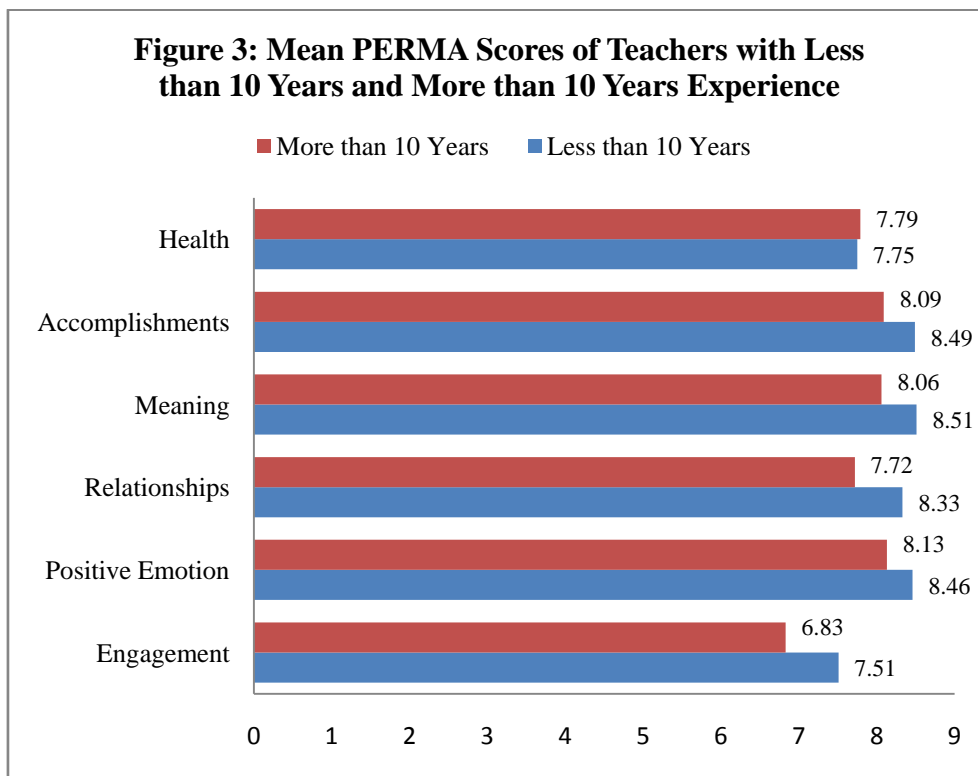
The obtained data was also analysed to find out whether there exists any area wise significant difference in happiness of teachers teaching at different levels. Results are presented in Table 3.

	Level of Teaching	N	Mean	Std. Deviation	SE of Mean	t	Sig. (2-tailed)	Result
Engagement	Middle School and Below	38	7.0614	1.40752	.22833	-.516	.608	Null hypothesis Accepted
	Secondary and Senior Secondary	27	7.2099	.91122	.17536			
Positive Emotion	Middle School and Below	38	8.1842	1.67958	.27246	-.524	.602	Null hypothesis Accepted
	Secondary and Senior Secondary	27	8.3951	1.53878	.29614			
Relationships	Middle School and Below	38	8.0702	1.76070	.28562	.490	.626	Null hypothesis Accepted
	Secondary and Senior Secondary	27	7.8642	1.60197	.30830			
Meaning	Middle School and Below	38	8.2368	1.74313	.28277	-.129	.769	Null hypothesis Accepted
	Secondary and Senior Secondary	27	8.2840	1.19366	.22972			
Accomplishment	Middle School and Below	38	8.2105	1.73711	.28180	-.301	.764	Null hypothesis Accepted
	Secondary and Senior Secondary	27	8.3333	1.53032	.29451			
Health	Middle School and Below	38	7.8333	1.47603	.23944	.358	.722	Null hypothesis

	Secondary and Senior Secondary	27	7.6914	1.64063	.31574			s Accepted
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From the results of analysis it was found that the female private school teachers teaching at different levels do not differ in any of the areas of perceived happiness. In other words they have similar levels of happiness in all the areas of PERMA-Profiler.

Area wise Happiness of Female Private School Teachers in terms of their Experience in Teaching



It may be observed from Figure 3 that the female teachers who have more than 10 years of experience perceive themselves at slightly higher level of happiness than those who have less than 10 years of experience only in the area of Health. The teachers who have less than 10 years of experience on the other hand perceive themselves at higher level of happiness in the areas of Accomplishments, Meaning, Relationships, Positive Emotion and Engagement than the teachers who have more than 10 years of experience. The data was further subjected to independent samples t-test to find out whether these differences in perceived happiness are significant. The hypothesis tested in this regard is stated as follows.

Hypothesis: There is no significant difference in the mean overall well-being score of the private school female teachers teaching lower classes and those teaching higher classes at .05 level of significance.

Result obtained upon testing the null hypothesis is given in Table 4.

Groups	N	Mean	Std. Deviation	Std. Error Mean	t-value	Significance (2-tailed)	Result
Less than 10 Years	28	10.32	3.621	.684	1.583	.120	Null hypothesis Accepted
More than 10 Years	37	9.00	2.906	.478			

The obtained t-value of 1.583 is not significant at .05 level of significance. Hence the null hypothesis is accepted. This would mean that there is no difference in overall happiness of teachers with different levels of experience in teaching.

The obtained data was also analysed to find out whether there exists any area wise significant difference in happiness of teachers with different levels of experience in teaching. Results are presented in Table 5.

	Teaching Experience	N	Mean	Std. Deviation	Std. Error Mean	t	Sig. (2-tailed)	Result
Engagement	Less than 10 Years	28	7.5119	.90031	.17014	2.439	.018*	Null hypothesis Rejected
	More than 10 Years	37	6.8288	1.35314	.22246			
Positive Emotion	Less than 10 Years	28	8.4643	1.17006	.22112	.888	.378	Null hypothesis Accepted
	More than 10 Years	37	8.1261	1.88456	.30982			
Relationships	Less than 10 Years	28	8.3333	1.03836	.19623	1.588	.118	Null hypothesis Accepted
	More than 10 Years	37	7.7207	2.02075	.33221			



Meaning	Less than 10 Years	28	8.5119	1.11659	.21102	1.249	.216	Null hypothesis Accepted
	More than 10 Years	37	8.0631	1.76879	.29079			
Accomplishment	Less than 10 Years	28	8.4881	.93616	.17692	1.059	.295	Null hypothesis Accepted
	More than 10 Years	37	8.0901	2.01790	.33174			
Health	Less than 10 Years	28	7.7500	1.39849	.26429	.113	.910	Null hypothesis Accepted
	More than 10 Years	37	7.7928	1.65057	.27135			

From the results of analysis it was found that the female private school teachers teaching at different levels differ in perceived happiness in the area of ‘Engagement’. However, they do not differ in any of the other areas of perceived happiness. In other words they have similar levels of happiness in all the areas of PERMA-Profler except in ‘Engagement’.

Relationship between Locus of Control with Perceived Well-being of Female Private School Teachers.

The present study was also undertaken with the objective of finding out the relationship between locus of control with overall and area wise happiness of female teachers. The hypothesis formulated in this regard is stated as follows.

Hypothesis: There is no significant correlation between the perceived well-being and the locus of control of the private school female teachers at .05 level of significance.

Results obtained upon testing the null hypothesis is given in Table 6.

L O C		Overall Happiness	Negative Emotions	Engagement	Positive Emotion	Relationships	Meaning	Accomplishment	Health
	Pearson Correlation	.172	.258*	.128	.161	.084	.237	.158	.162



Sig.(2-tailed)	.171	.038	.309	.201	.508	.057	.209	.198
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It may be observed from the results of correlation that locus of control scores of female private school teachers did not show a significant correlation with their overall happiness scores. In other words there is no association between locus of control and perceived well-being of the female teachers. Therefore, the hypothesis ‘there is no significant correlation between the perceived well-being and the locus of control of the private school female teachers at .05 level of significance’ is accepted.

Area wise analysis of the data revealed that there is a significant relationship between ‘negative emotions’ and ‘locus of control’. This would mean that female private school teachers experiencing negative emotions perceive themselves with lower levels of well-being. There was no such association between locus of control and other areas of perceived well-being among the female private school teachers.

Discussion of Results

The present study on perceived well-being of female teachers working in private schools of Mysore has revealed following main findings.

- Teachers perceive themselves as happy and their happiness ranges from normal to high levels.
- There is no difference in perceived overall happiness of teachers teaching students at different levels.
- There is no difference in perceived overall happiness of teachers with different levels of experience in teaching.
- There is no relationship between perceived well-being of the female teachers and their locus of control.

Teacher well-being is related several factors of teacher performance. There are studies which have shown that school teachers are generally stressed and perceive low well-being among them and thereby face several challenges and issues in performing their roles (Kinman & Strange, 2011; Buric, Sliskovic, & Penezic, 2019; and Brotheridge & Grandey, 2002). It is generally felt that teachers working in private schools in India and



among them particularly female teachers are found to be more stressed and as a result perceive lower levels of well-being. But the findings of this study are not in agreement with this. On the contrary, they agree with the findings of Pragnya Suma & Krishna Mohan (2020) that the private school teachers are either happy or very happy with the school. This indicates that the general working condition of the teachers in private schools has been improving and that they promoted a feeling of well-being among the teachers. Also the feeling of well-being is applicable to the teachers with both external and internal locus of control. Based on the results, it may be concluded that the female private school teachers generally adopt positive perspective and find that they are happy and engaged. They seem to focus on their relationships with the people around them such as colleagues and students, and adequately find ways to connect with them. They find meaning and a sense of purpose to their life.

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