

THE RELATIONSHIP BETWEEN WELL-BEING, MENTAL HEALTH, AND
HAPPINESS AMONG PRIMARY SCHOOL TEACHERS IN
JOHOR BAHRU

SATTIYAN NAYAR A/L SAGAR

A project report submitted in partial fulfilment of the
requirements for the award of the degree of
Master of Education (Educational Psychology)

School of Education
Faculty of Social Sciences and Humanities
Universiti Teknologi Malaysia

FEBRUARY 2021

DEDICATION

This project report is dedicated to my mother, who taught me that the best kind of knowledge to have is that which is learned for its own sake. It is also dedicated to my friend, who taught me that even the largest task can be accomplished if it is done one step at a time.

ACKNOWLEDGEMENT

I would like to say thank you to my mother for her moral support that motivated myself to make this action research a great success.

I would also like to express my gratitude to my supervisor, Assoc. Prof Dr. Narina binti A. Samah for the supervision and support she has provided me throughout the completion of this research.

Many thanks to my fellow colleagues who gave me assistance in searching the correct references for my action research.

Last but not least, I would like to end my gratitude by thanking the Almighty God for giving me good health and confidence to complete this research.

ABSTRACT

Well-being is an important factor which indicates about our life quality. Good working conditions promote positive well-being among primary school teachers. Teachers' well-being is the major influencing factor of dependent variables such mental health and happiness of teachers in school. The gap that exists between well-being, mental health and happiness of teachers need to be studied. Therefore, the main objective of this is set to discover the relationship between well-being, mental health and happiness of the primary school teachers. The population of this study are the 375 primary school teachers from Johor Bahru district selected using random sampling. Descriptive analysis showed that the level of well-being, mental health and happiness were average. Based on the analysis using Spearman's correlation test, findings showed that there were significant relationships between primary school teachers' well-being and mental health. Spearman's correlation test showed that were significant relationships between primary schools' teachers' well-being and happiness. Overall, primary school teachers' well-being contributes to affecting their mental health and happiness.

ABSTRAK

Kesejahteraan adalah faktor penting yang menandakan kualiti hidup kita. Keadaan kerja yang baik mendorong kepada kesejahteraan dalam kalangan guru sekolah rendah. Kesejahteraan guru adalah faktor utama yang mempengaruhi pemboleh ubah bersandar seperti kesihatan mental dan kebahagiaan guru di sekolah. Jurang yang wujud di antara kesejahteraan, kesihatan mental dan kebahagiaan guru perlu dikaji. Oleh itu, objektif utama kajian ini ditetapkan untuk mengetahui hubungan antara kesejahteraan, kesihatan mental dan kebahagiaan guru sekolah rendah. Populasi kajian ini adalah 375 orang guru sekolah rendah dari daerah Johor Bahru yang dipilih menggunakan persampelan rawak. Analisis deskriptif menunjukkan tahap kesejahteraan, kesihatan mental dan kebahagiaan adalah sederhana. Berdasarkan analisis yang menggunakan Ujian Korelasi Spearman pula mendapati terdapat hubungan yang signifikan antara kesejahteraan dan kesihatan mental. Ujian Korelasi Spearman mendapati terdapat hubungan yang signifikan antara dan kesejahteraan dan kebahagiaan. Secara keseluruhannya, kesejahteraan guru sekolah rendah memberi kesan kepada kesihatan mental dan kebahagiaan mereka.

TABLE OF CONTENTS

	TITLE	PAGE
	DECLARATION	iii
	DEDICATION	iv
	ACKNOWLEDGEMENT	v
	ABSTRACT	vii
	ABSTRAK	vii
	TABLE OF CONTENTS	x
	LIST OF TABLES	xii
	LIST OF FIGURES	xii
	LIST OF ABBREVIATIONS	xiii
	LIST OF APPENDICES	xiv
CHAPTER 1	INTRODUCTION	1
1.1	Introduction	1
1.2	Problem Background	4
1.3	Problem Statement	6
1.4	Research Objectives	7
1.5	Research Questions	8
1.6	Research Hypothesis	8
1.7	Theoretical Framework	9
1.7.1	Affective Events Theory (1996)	9
1.7.2	Perma Theory (2011)	10
1.7.3	Life Satisfaction Theory	11
1.8	Conceptual Framework	12
1.9	Significant of Research	14
1.10	Scope of Study	15
1.11	Limitations of Study	15
1.12	Operational Definitions	16
1.13	Summary	18
CHAPTER 2	LITERATURE REVIEW	19
2.1	Introduction	19

2.2	Findings from Previous Studies	19
2.2.1	Well-Being of Primary School Teachers	19
2.2.2	Mental Health of Primary School Teachers	21
2.2.3	Happiness of Primary School Teachers	23
2.3	Summary	24
CHAPTER 3	RESEARCH METHODOLOGY	25
3.1	Introduction	25
3.2	Research Design	25
3.3	Population and Sample	26
3.4	Research Instrument	26
3.4.1	Questionnaire	26
3.5	Validity and Reliability	28
3.6	Pilot Study	28
3.7	Data Collection Procedure	29
3.7.1	Questionnaire	29
3.8	Data analysis	30
3.8.1	Quantitative Analysis	30
3.9	Summary	31
CHAPTER 4	RESEARCH FINDINGS	33
4.1	Introduction	33
4.2	Respondents' Demographic Profile	34
4.3	Internal Reliability Test	34
4.4	Normality Test	36
4.5	Findings	37
4.5.1	What is the level of well-being among primary school teachers in Johor Bahru?	37
4.5.2	What is the level of mental health among primary school teachers in Johor Bahru?	39
4.5.3	What is the level of happiness among primary school teachers in Johor Bahru?	40
4.5.4	Is there any relationship between well-being and mental health among primary school teachers in Johor Bahru?	42

4.5.5	Is there any relationship between well-being and happiness among primary school teachers in Johor Bahru?	43
4.6	Summary	44
CHAPTER 5	DISCUSSION, RECOMMENDATIONS AND CONCLUSION	45
5.1	Introduction	45
5.2	Summary of the Study	45
5.3	Discussion	46
5.3.1	Well-Being Level Among Primary School Teachers in Johor Bahru	46
5.3.2	Mental Health Level Among Primary School Teachers in Johor Bahru	47
5.3.3	Happiness Level Among Primary School Teachers in Johor Bahru	49
5.3.4	Relationship between Well-Being and Mental Health among Primary School Teachers in Johor Bahru	49
5.3.5	Relationship between Well-Being and Happiness of Primary School Teachers in Johor Bahru	50
5.4	Conclusion of the Study	50
5.5	Implications of the Study	51
5.6	Limitations of the Study	52
5.7	Recommendations for Future Research	53
5.8	Summary	54
REFERENCES		55
APPENDICES		69

LIST OF TABLES

TABLE NO	TITLE	PAGE
Table 3.1	Items Numbers Based on Subconstructs	27
Table 3.2	Rule of thumb on Cronbach alpha	29
Table 3.3	Research Questions, Data Collection Method and Data Analysis Method	30
Table 4.1	Respondents' Demographic Profile	34
Table 4.2	Reliability Statistics of Variables	35
Table 4.3	Rule of Thumb on Cronbach Alpha	35
Table 4.4	Normality Test	36
Table 4.5	Mean score for well-being items	38
Table 4.6	Mean score interpretations for well-being items	38
Table 4.7	Mean score for mental health items	39
Table 4.8	Mean score interpretation for mental health items	40
Table 4.9	Mean score interpretation for happiness items	41
Table 4.10	Mean score interpretation for happiness items	41
Table 4.11	Spearman correlation analysis: Primary school teachers' well-being and mental health	42
Table 4.12	Spearman correlation analysis: Primary school teachers' well-being and happiness	43

LIST OF FIGURES

FIGURE NO	TITLE	PAGE
Figure 1.1	Theoretical Framework	9
Figure 1.2	Conceptual Framework	12

LIST OF ABBREVIATIONS

PHQ	-	Patient Health Questionnaire
SPSS	-	Statistical Package for the Social Sciences
SWLS	-	Satisfaction with Life Scales
TSWQ	-	Teacher Subjective Well-Being Questionnaire

LIST OF APPENDICES

APPENDICES	TITLE	PAGE
Appendix A	Questionnaire	69
Appendix B	Google Form Screenshot	73

CHAPTER 1

INTRODUCTION

1.1 Introduction

The World Health Organization made a declaration that COVID-19 is a global pandemic on 11th March 2020. The life of people all around the world began to change since the beginning of the pandemic as a result of people's basic rights were restricted. (Zacher and Rudolph, 2020). Furthermore, COVID-19 pandemic also represents a major setback in people's well-being in accordance to the medical and economic crisis. There are few reasons on the decline of people's well-being during the COVID-19 pandemic. According to Anderson, Heesterbeek, Klinkenberg, and Hollingsworth (2020), government's measures to prevent the spread of the novel coronavirus have forced the people to quarantine themselves, follow physical distancing and isolate themselves. Based on the scientific literature, the teaching profession is closely related to crisis and discontent which are linked toxic work environment, heavy workload, the lack of self-motivation and the need for knowledge about technology in teaching (Skaalvik & Skaalvik, 2010). During the COVID-19 pandemic, many teachers were instructed to work from home since the schools closed their doors as a precautionary step to stop the spread of virus especially among school students. This means that the teachers had to teach their students from home. In addition, most teachers were less adequately prepared or given training to teach from home.

Many questions begin to rise among teachers and educators regarding teaching from home such as the best curricula and methods that they should follow to provide the best learning experience for their students. Job satisfaction is the outcome of psychological, physiological and environmental conditions with the aid of positive feelings towards work (Aziri, 2011). Many teachers began to lose their job satisfaction which in turn decreases their well-being which get even worse because of the lockdown crisis. Teachers around the world have been faced with numerous changes in teaching structures due to the Covid-19 pandemic (Reimer & Schleicher, 2020). This

has certainly to have a negative impact on the teacher's well-being in terms of poor happiness and mental health level.

Job satisfaction is a person's value judgement of their job. The difference between job satisfaction and the level of stress an individual is experiencing determines the well-being of that person in long term. Studies have proven that self-esteem and job satisfaction play a greater role in generating happiness (Bowling, 2010). Happiness and strong mental health of teachers play a significant role in the teaching and learning process in the classroom. Students' attitudes and behaviours are greatly influenced by teaching practices that includes teachers' emotional support and classroom organization (Blazar and Kraft, 2016).

The scope of teaching comprises of various works such as teaching, acquiring new skills, updating themselves with latest technological innovations and dealing with shareholders. These roles are getting complicated and demanding each day which create a heavy concern about teacher's well-being (Pillay, Goddard, and Wilss, 2005). It is important for the government and school management to pay attention to the teacher's well-being regardless of work they do. Myers and Diener (1995) proposed that well-being as the presence of positive feeling and satisfaction in our life. Thus, teachers' well-being is measured in terms of how positive and satisfied they feel at work. Teachers should always feel positive and valued for they contribution, not only specific days such as annual dinner or retirement day. In addition, studies confirmed that teachers who are less satisfied are more prone to get stress and eventually leave teaching at some point of their career. (Pillay, Goddard, & Wilss, 2005). Teachers like students need motivational support and recognition in order to continue feel motivated in their work despite the challenges and struggles they face.

The definitions of happiness, well-being, and quality of life confirms that conceptual overlap between these constructs (Medvedev & Landhuis, 2018). The quality of life is highly affected by the person's physical health, psychological state, level of independence, social relationships and their relationship to their environment (WHOQOL Group, 1998). But the question now is how to measure happiness? The answer obtained is crucial to identify the elements that make people happy and live a

stress-free life. The environment where a person lives has a significant impact on the human happiness (Ismail, Hafezi, Nor & Baghini, 2014).

Manuti and De Palma (2017) suggests that job satisfaction is the psychological response of a person's value judgement of their job. The difference between job satisfaction and the level of stress an individual is experiencing determines the well-being of that person in long term. Studies have proven that self-esteem and job satisfaction play a greater role in generating happiness (Bowling, 2010). Happiness and strong mental health of teachers play a significant role in the teaching and learning process in the classroom. Students' attitudes and behaviors are greatly influenced by teaching practices that includes teachers' emotional support and classroom organization (Blazar and Kraft, 2016).

In terms of happiness and mental health, much attention has been given to the burnout and work-related stress among teachers in workplace (Benevene & Fiorilli, 2015). Prolonged stress without any help of coping mechanism will eventually lead to teachers' burnout. Mukosolu, Ibrahim, Rampal, and Ibrahim (2015) reported that the stress level among educators of 23.1%, which was higher than that among non-educators which was 19.8%. This proves that the teachers are facing more gruelling challenges and obstacles in education field that any other people in their respective field of work. Some teachers need to work for almost 74 hours a week (Normarina, 2015). This overtime schedule results in overuse workload where teachers became exhausted due to overuse of workload. According to Tai, Ng and Lim (2019) occupational health can be divided into two categories namely physical health problems (illnesses) and mental health problems (stress). School organization that set aside the mental health of teachers opens way to more chaotic environment at school. Stress has been consistently reported as a common mental health problem among teachers. Teacher are getting depressed each day and unable to deliver a fun-filled yet meaningful lesson for their students (Ismail & Noor, 2016).

'The Star' newspaper in 30th July 2018 reported that about 4.2 million Malaysians are living with mental issues. The issues are the result of rising trend of mental illness, work related stress, negative economic impact (Hassan, Hassan,

Kassim, & Hamzah, 2018). Malaysians employees are said to be overworking and suffering from one type of work-related stress. This scenario is also very common in teaching field where the teachers are burdened with many complex and inconsistent work demands from the higher authority. The level of stress among academic staff was higher due to the change in tertiary education system. (Ismail and Noor, 2016). Things become worst when some teachers need to stay away from their family and totally lost affection and care from the beloved one.

The strategies that the teachers reported for coping with challenges and strains are different according to age of the teachers (Skaalvik & Skaalvik, 2014). Coping mechanism are last defensive lines that the teachers use to save themselves from the work-related stress. Teachers use sick leave as a self-protective strategy since the weekends and vacations not sufficient. Some teachers also said to lower their ambitions to feel more relaxed at work. Coping has been viewed as a counterproductive factor towards stressful events. Coping methods often used to reduce level of stress such as effective time management, social support and positive reappraisal (Bamuhair, Farhan, Althubaiti, Agha, Rahman and Ibrahim, 2015).

1.2 Problem Background

Well-being is an important aspect for teachers since teaching career itself is a highly emotional and demanding profession. The better the well-being of teachers the better is their students' academic performance (Berrocal, Cobo, Corrales, and Cabello, 2017). Teachers face more relationships problem with students and colleagues tend to experience lower well-being at school particularly during physical distancing period. Teachers who undergo stress have very limited options to express their emotions and feelings to their colleagues and peers. Castro pointed out that seeking help from colleagues, and peers is a helpful strategy for teachers to navigate work challenges (Castro & Kelly, 2010).

Furthermore, stress is also the main reason of teacher's poor health, early retirement and failure to meet the teaching goals (Fiorilli, De Stasio, Benevene, Iezzi,

Pepe & Albanese, 2015). Malaysian Education Blueprint (2013-2025) has produced a big impact on the development of the schools and well-being of the teachers. This is because the workload of married teachers has reached a new height which in turn affect their work performance and mental health greatly. Teaching has become a highly stressful occupation because of the work-related stress levels among teachers which is at an alarming level compared to other professions (Demjaha, Bislimovski & Mijakoski, 2015).

On the other hand, teacher's work performance is also highly related to the pursuit of happiness. Psychology research has proven that the negative state of mental health will create more problems for the teachers at work even though they have good management skills (De Stasio, 2017). Teachers would feel satisfied when they successfully fulfil the workplace demands and responsibilities. There are few factors that lead to teacher's happiness such as positive interpersonal relationship, meaningful and fruitful activities, recognition for the achievements, fair treatment, and a harmonious family life (Macuka, Buric & Sliskovic, 2017). In addition, personal characteristics such as outgoing attitude, high sense of responsibilities and cooperative nature of the teachers are the sources of the happiness in the workplace (Warr, 2014).

The lack of a happy workplace environment makes the teachers unable to find peace and comfort for their high depression especially among Malaysian primary school teachers. Student performance and teacher effectiveness will be influenced by the condition of poor school facilities especially at staff room and classroom (Ibrahim, Osman, Bachok and Mohamed, 2016). Teacher development, welfare, motivation, and satisfaction are crucial elements for promoting a better teaching and learning process in classrooms (Amzat, Don, Fauzee, Hussin, & Raman, 2017). In contrast, the satisfaction of excellent teachers was low from the perspective of personal growth and self-achievements. Teachers' mental health to perform well and make new achievement will be reduced when they are emotionally exhausted because of the unreasonable work demands from the higher authorities (Roslan, Ho, Ng, Sambasivam, 2015). Most of the teachers in Malaysia need to teach around 30 to 40 periods a week excluding the administration work.

Teachers' well-being is related to students' well-being (Klussmann, Richter & Dtke, 2016). There is a need to identify the number of teachers suffering from negative mental health. Failure to implement the right coping mechanism for teachers' mental health will directly affect pupils' academic achievement. Poor teacher well-being will disrupt the holistic development of the students in terms of physical and mental health (Harding, Morris, Gunnella & Ford, 2019). As a result, these teachers are less likely to develop positive classroom management strategies in order to achieve the learning objectives effectively.

1.3 Problem Statement

Teacher well-being in school working environment has become a debating issue among researchers (Frenzel, Pekrun, Goetz, Daniels, Durksen, Becker-Kurz, & Klassen, 2016). Teachers are continuously in mental war in order to hide their feelings and show positive emotions to sustain a healthy relationship with co-workers and students. Teachers are expected to show positive emotions only even during stressful situations. Based on the School Children Happiness Inventory and Physical and Mental Health Scaled (SF12), teacher's happiness is directly proportional to their health level (Benevene, De Stasio & Fiorilli, 2019). However, there is a gap exists between teacher's happiness scale and mental health with their well-being that needs further research.

The reasons behind teacher's burnout in terms of teaching and students learning are less clear (Wong, Ruble, Yu & McGrew, 2017). High level of stress eventually turns into burnout and reduces the decision-making ability of the teacher. Thus, they could not come out with a proper lesson plan and appropriate teaching and learning activities. Work-related stress and burnout spike out since as teachers encounter highly disruptive problems from the students. Student misbehavior is great challenge to overcome for newly posted teachers as well (Shernoff, Frazier, Marinez-Lora, Lakind, Atkins, Jakobsons, Bhaumik, Hamre, Patel, Parker, Neal, & Smylie, 2016).

It is reported that most of the teachers expressed feeling physically and emotionally exhausted at the end of the school day. The stress that the teacher facing each day piles up to a certain level where the teacher can no longer feel the enthusiasm about the profession of teaching. Gray and Taie (2015), stated that 10% of teachers leave after one year of service and 17% of teachers leave within five years of service. Compassion fatigue has been closely related with teacher working in under resourced rural schools. Moreover, teachers have to face students who have problematic and traumatized family background. As a result, teacher is likely to have some physical and psychological symptoms such as emotional numbing, loss of enjoyment, lack of energy and increased fatigue (Lever, Mathis, & Mayworm, 2017).

On the other hand, the happy mood of the teachers also plays a big role in determining the quality of the teaching and the climate of an organization (Buragohain & Mukut Hazarika, 2015). Teachers when they feel happy, they tend to perform well by fulfilling all the demands of the school administration. Increasing well-being and happiness will eventually increase the positive emotions, engagement, positive relationship and accomplishment (Seligman, 2010). Recording the happiness scale of teachers is vital to understand the dimension of the well-being. But the list of extra duties is actually robbing teachers' precious time on preparing for classroom interaction.

Hence, this study endeavour to investigate the relationship between mental health and happiness scale as a predictor to teachers' well-being. Based on the discussion above, teacher mental health and happiness scale at school are the most vital elements deciding their well-being. Many researches have been carried out investigating teachers' stress level and the reasons behind it. But much importance was given on researching the link between the happiness scale and mental health of the teacher which are the deciding factors on their well-being.

1.4 Research Objectives

The objectives of the research are:

- (a) To determine the level of well-being among primary school teachers in Johor Bahru.
- (b) To determine the level of mental health among primary school teachers in Johor Bahru.
- (c) To determine the level of happiness among primary school teachers in Johor Bahru.
- (d) To determine the relationship between the level of well-being and mental health among primary school teachers in Johor Bahru.
- (e) To determine the relationship between the level of well-being and happiness among primary school teachers in Johor Bahru.

1.5 Research Questions

The questions for this research are:

- (a) What is the level of well-being among primary school teachers in Johor Bahru?
- (b) What is the level of mental health among primary school teachers in Johor Bahru?
- (c) What is the level of happiness among primary school teachers in Johor Bahru?
- (d) Is there any relationship between well-being and mental health among primary school teachers in Johor Bahru?
- (e) Is there any relationship between well-being and happiness among primary school teachers in Johor Bahru?

1.6 Research Hypothesis

- (a) H₀₁: There is no significant relationship between well-being and mental health among primary school teachers.
- (b) H₀₂: There is no significant relationship between well-being and happiness among primary school teachers.

1.7 Theoretical Framework

This research study focuses on the prediction rate of Malaysian teachers' well-being based on the variables such as mental health and happiness level. The diagram below shows the variables related to the research study in terms of selected theories. The theoretical framework of the research variables was explained via Affective Events Theory (1996), Life Satisfaction Theory, and Perma Theory (2011).

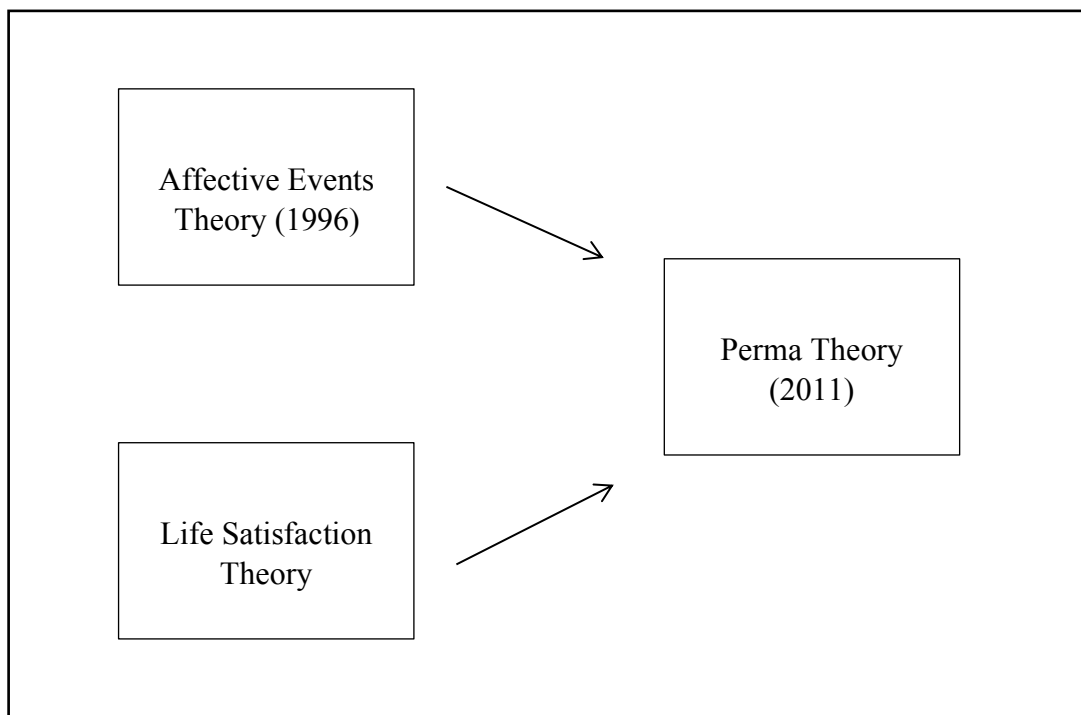


Figure 1.1 Theoretical Framework

1.7.1 Affective Events Theory (1996)

Affective Events Theory (AET) is a psychological model which is closely related to the mental health of the employees. This theory also focuses on the connection between emotions and feelings of the employees in the workplace. It is believed that the behaviour of employees is motivated and guided by their emotions. Thus, the emotions of employees influence their reactions to any incidents that happen around the school setting. Another reason this theory supports the variable of mental health is that it focuses only on the emotions related to the work environment. It does not give much importance to outside influences such as family situation or natural disaster.

Areas in human emotion such as cognitive processing, motivation, and emotion are triggered to create job satisfaction which then affects the job performance of an individual. A person with positive health will be always be motivated to fulfil responsibilities given by higher administration. On the other hand, a person with negative mind set and low in self-motivation will struggle to manage even a minor work such as planning for a next day lesson. In this research, the person's mental health will be investigated from the aspect of Affect-driven behaviour (ADB) and Judgement-driven behaviour (JDB). ADB is the instant reaction to an event, meanwhile JDB is a longer process with cognitive evaluation to job attitudes. The participants of this research will be evaluated whether their work behaviour is influenced by emotions solely or by both emotions and cognition.

1.7.2 Perma Theory (2011)

Martin Seligman's Perma model has five main elements that are related to well being of an individual. It is believed that the five elements will guide people to a happy and fulfilled life. In this research study, this theory will be investigated from the perspective of an employee at workplace. First element of this theory is 'Positive Emotion'. It means that an employee should have an ability to remain optimistic and look every event from a constructive perspective. While going through highs and lows in work, a person who focus on the highs rather lows will eventually improve their relationship and work performance.

The types of activities or events that the employees take part play a significant role in keeping them happy. This is called as 'Engagement'. The right activity for example, Senamrobik or Zumba Dance increases the positive neurotransmitters and hormones that eventually make us joyful and satisfied. In between compact and busy schedule, employees find the fun-filled days such as 'Teacher's Day' or 'Annual Dinner' helps them to find calm, focus and joy. As a result, the engagement enhances workers' skill and emotional capabilities to face challenges in upcoming days.

The third element is 'Relationships'. As social animals, we depend on the members of the community for various reasons. Social relationships are vital in promoting love and strong emotional and physical interaction with one and another. Strong relationships with co-workers provide great support in difficult times. Individuals who are unable to socialize well in the working environment will be feeling pain of isolation. Thus, they could no longer focus on the everyday job demands.

The fourth element of Perma theory is 'Meaning'. This element helps the teachers to clarify themselves to understand their purpose of coming to work. By understanding the objective of their work, people may enjoy the work and feel less stressful with their job responsibilities. In contrast, employees who struggle to find the meaning behind the work they do and only works solely for the purpose of getting money will find it hard to enjoy their career. The last element is 'Accomplishments'. Employees can achieve a sense of accomplishments by creating realistic goals and objectives in teaching career. Totally unrealistic objectives and ambitious goals will only increase feeling of guilty for not achieving them.

1.7.3 Life Satisfaction Theory

Life satisfaction is the primary element that people need to be happy and live a meaningful life (Dagli & Baysal 2017). According to Life Satisfaction theory, a person is happy when he or she can live a life close to the ideal life-plan (Suikkanen & Jussi 2011). A person is happy when the working environment fulfils can the basic constituents of well-being. Life satisfaction theory points out that the core of happiness depends on the individuals' own conception of their working life at school. In terms of cognitive aspect, a person cannot be happy without having a strong belief that her working life represents her ideal working environment.

On the basis of this conception, the person expects a working environment that provides healthy relationship with co-workers, appreciation, recognition and moral support from the administration. In addition, an employee who are dissatisfied with the job are prone to develop negative attitudes in working environment such as

isolating themselves, ignoring basic responsibilities and perform below average. Veenhoven (1996) found out that there are four sequential categories that.

1.8 Conceptual Framework

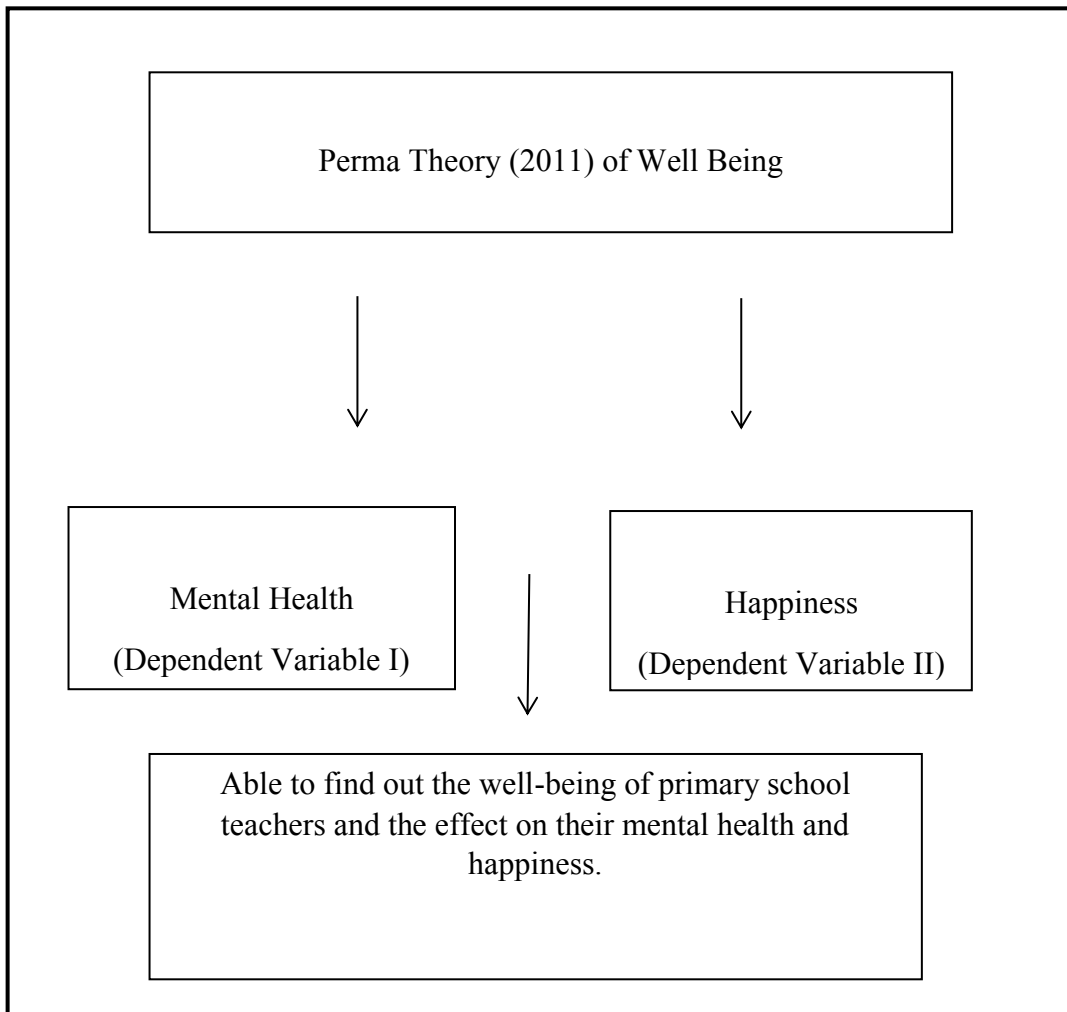


Figure 1.2 Conceptual Framework

Through this conceptual framework, Perma (2011) theory is being utilized. Perma theory is the key to answer about teacher well-being based on the five building blocks such as positive emotion, engagement, relationships, meaning and accomplishment. Teachers who find meaning in these five domains report increased workplace satisfaction and well-being (Damásio, de Melo, & da Silva, 2013). The participants of this study will be analysed based on these five domains and the effect in their workplace.

Domains such as ‘Positive Emotion’ and ‘Engagement’ are closely related to Mental Health of primary school teachers which is also the Dependent Variable 1. Positive emotions are crucial to our psychological well-being and cognitive ability. According to Vaillant (2012), mental health is regarded as above normal by a DSM-IV’s Global Assessment of Functioning (GAF, 6) score of above 80. Fredrickson (2001) stated that the latest improvements in biological understanding of positive emotions have resulted in diagnosis and treatment of disorders related to mental health. The well-being of teachers can be determined by assessing their positive emotions such as love, hope, joy, faith, and gratitude that involve human connection at workplace. Vaillant (2012) proposed that lack of positive emotions decreases our tolerance for challenges and reduces creativity.

Appleton, Christenson and Furlong, (2008) defined engagement in terms of psychological interest, behavioural involvement and concentration. Engagement focusses on the absorption and interest of a teacher in work. A teacher is said to engaged with work when she or he can feel enthusiastic about what they are teaching. Teachers who show greater commitment and engagement in school are said to have better mental health. High levels of collegiality among teaching professionals contribute to more successful teaching. Teachers who get continuous moral support from other teachers feel that they are appreciated and valued in their working environment, In *The Engaged Institution* (1999), the Kellogg Commission on the Future of State and Land-grant Universities compare the term “engagement” with mutual respects among teachers in the same school. Thus, engagement from well-being directly influences the well-being of a teacher and her surrounding environment.

Domains such as Positive relationships, Meaning and Accomplishment are related to Happiness which is the Dependent Variable 2. Pryce and Jones (2010) proposed that welfare at work is a mindset that helps a person to do his or her best and achieve their goal. Teacher who has good relationship with co-workers enable them to be happy at work. Tran, Nguyen, Dang, and Ton (2018) found out that healthy workplace relationships contribute to higher level of commitment and increased level of happiness at work. Positive association between healthy workplace interactions and happiness helps teachers to face challenging work demands and overcome it with ease.

Teachers' well-being in terms of relationship at work determines how happy and relaxed they are at work.

Two aspects of well-being that inter-related with each other are meaning and accomplishment which creates a path for teacher to feel joy and happiness at work. Meaning can be termed as 'Purpose' which creates a sense of achievement by completing a task given. A person who finds meaning in work will show great commitment to the workplace and will display an increased level of happiness. It is undeniable that a teacher is happier when they see their students are able to achieve the learning outcomes. Students' positive academic performance is the key to many teachers to feel accomplished at work and this leads to genuine sense of happiness. Every time a teacher enters the classroom, he or she sets a goal to achieve. By meeting the goals, they can find meaning in the workplace and this eventually allows them to flourish happily.

1.9 Significant of Research

The findings of this study are significant in determining how Malaysian primary school teachers' well-being is related by their happiness scale and mental health level. Teachers are able to understand the importance of keeping themselves happy and having positive mental health as this will lead them to cope with every increasing stress at school.

Besides, this research study will also highlight the significant role of a conducive working environment in generating positive mental health for the teachers. The result of the study is estimated to increase teachers' awareness about the importance of happiness in protecting the individual health in several ways. Thus, teachers will be able to overcome the challenges and work demands with ease and developing a positive state of health at the same time. Ministry of Education can conduct more In-Service Training which focuses on improving teachers' happiness scale and mental health at workplace especially.

This research study plays a vital role in addressing the importance of creating 'Positive Education' in school. A happy classroom is only possible when the teachers is healthy and emotionally stable. A teacher who is stressed out and demotivated will never able to conduct an enjoyable and meaningful lesson for the students. Thus, the findings of this study will be very useful for the school administration to conduct various programme to foster healthy well-being of the teachers from time to time.

On this basis, it can be concluded that, this study will provide assist for the future researchers with the necessary information about the importance of happiness and mental health level as the crucial predictors for the subjective well-being of the teachers.

1.10 Scope of Study

This study will focus on the relationship between well-being variables such as happiness and mental health level as predictors of primary school teachers' well-being. The population of this study is from one of the primary schools in Johor Bahru district. There are altogether 98 primary schools in Johor Bahru. It is challenging and not practical to visit every school selected to conduct a survey with the teachers during the restricted movement. The ideal way to share the questionnaires is in the form of Google form via social media platform such as WhatsApp and Telegram due to Covid-19 pandemic.

1.11 Limitations of Study

This study will not cover other aspects related to well-being such as family issue and economy of the nation which are not school related issues. This study will be carried out using quantitative method by distributing questionnaire as a form of survey. Thus, it would be difficult to get genuine feedback from the participants since there is no face-to-face interaction.

The number of female teachers and male teachers will be unequal when selecting the participants using random sampling method. Some schools have more female teachers than male teachers. As a consequence, this creates a situation known as ‘Gender Bias’ during the data analysis. The future participants of this research study are from the same school. Thus, it is not possible they can represent the whole primary school teachers.

The researcher has to get the appropriate to be used in the quantitative method. This is to ensure the reliability and validity of the data obtained. The researcher used Teacher Subjective Well-Being Questionnaire (TSWQ) to identify the level of well-being of primary school teachers. Patient Health Questionnaire (PHQ) was adapted to develop the questionnaire to identify the level of mental health among primary school teachers. In order to identify the level of happiness among primary school teacher, Satisfaction with Life Scale (SWLS) to develop the questionnaire.

1.12 Operational Definitions

a) Well-Being

In this study, well-being refers to five domains of Seligman’s Perma Theory which are positive emotions (P), engagement (E), relationships (R), meaning (M), and accomplishment (A). According to Hernandez, Bassett, Boughton, Schuette, Shiu, and Moskowitz (2018), well-being is defined as a stated of health in terms of positively enhanced emotions and cognitive appraisals. This means work environment has a major role to play in determining the well-being of teachers. The emotional job demands at school and strong trust among colleagues were detrimental to teacher’s well-being (Yin, Huang & Wang, 2016). In this study, teachers are not emotionally stable and unhappy at work. They are facing growing challenges and gruelling responsibilities which are detrimental to their well-being. The well-being of teachers will be assessed in order to identify other dependent variables such as mental health and happiness level. This is because teachers continuously up-regulate and down-regulate certain emotions based on the different scenario they face at workplace. Thus,

the relationship between well-being, mental health and happiness among primary school teachers can be determined.

b) Mental Health

According to Galderisi, Heinz, Kastrup, Beezhold and Sartorius (2015) mental health is a state of well-being involved in assisting an individual to identify his or her own abilities. In this study, mental health is the dependent variable of well-being of primary school teachers. Positive well-being is vital in becoming a mentally stable and productive individual who can contribute to his or her own life and to the community. Various factors associated with school environment will impact the mental health of teachers (Harding, Morris, Gunnella & Ford, 2019). Based on the conceptual framework, domains such positive emotions (P) and engagement (E) of Perma theory of Well-Being affect the mental health of teachers. Positive emotion is one of the most studied facets of well-being because the high face validity (Forgeard & Kem, 2011). Teachers with positive emotions are able to create healthy environment for students and lower their psychological difficulties. They tend to be more creative in planning and executing the lesson. Teachers with poor mental health are the ones with low levels of engagement and have no clear goals (Csikszentmihalyi, 1996). Even a small work would feel crushing them mentally. Thus, mental health and well-being of teachers are interrelated. In this study, school environment and work demands will be analysed to determine teacher's mental health

c) Happiness

One of the appealing measurements of well-being is by simply asking people whether they are 'happy' (Forgeard & Kem, 2011) Based on the conceptual framework, domains such as relationships (R), meaning (M) and accomplishment (A) of Perma theory of Well-Being affect the happy mood of teacher at school. In this study, exogenic factors will be researched by linking it to school environments such as students' behaviour, rewards and recognition by administration. Teachers' own purpose and meaning towards teaching job is the key to their happiness level based on Perma theory of Well-Being. Workplace engagement will improve if the employee

experience high level of happiness Teachers who are happy at work will be able to take optimistic decisions without being manipulated by emotions. According to the studies by Benevene, De Stasio & Fiorilli (2019), teachers who acknowledge their workplace as happy environment show better state of well-being in terms of self-esteem and physical health.

1.13 Summary

As a conclusion, this research study is mainly focusing on the well-being of Malaysian primary school teachers by analysing their happiness and mental health level. In the next chapter, I will conduct literature review regarding the previous study of this topic.

REFERENCES

- Ambotang, A., & Pilus, N. (2005). Hubungan Kerenah Pelajar Dan Beban Tugas Tugas Dengan Tahap Stres Guru Di Sekolah Menengah, 20, 1-22.
- Amos, J. (2014). On the pathway to equity: Teacher attrition costs United States up to \$2.2 billion annually, says new alliance report. Alliance for Excellent Education Issue Brief Online Journal, 14(14), 2-4. Retrieved from <http://all4ed.org/wp-content/uploads/2014/07/Volume14No14.pdf>.
- Amzat, I., Don, Y., Fauzee, S., Hussin, F., & Raman, A. (2017). *Determining Motivators and Hygiene Factors among Excellent Teachers in Malaysia: An Experience of Confirmatory Factor Analysis*, 31(2), 78-97. doi: doi:/10.1108/IJEM-03-2015-0023
- Anderson, R. M., Heesterbeek, H., Klinkenberg, D., & Hollingsworth, T. D. (2020). How will country-based mitigation measures influence the course of the COVID-19 epidemic? *Lancet (London, England)*, 395(10228), 931–934. [https://doi.org/10.1016/S0140-6736\(20\)30567-5](https://doi.org/10.1016/S0140-6736(20)30567-5)
- Appleton, J. J., Christenson, S. L., & Furlong, M. J. (2008). Student engagement with school: Critical conceptual and methodological issues of the construct. *Psychology in the Schools*, 45(5), 369-386. <http://dx.doi.org/10.1002/pits.20303>
- Arbuckle C, Little E. (2004) Teachers' perceptions and management of disruptive classroom behaviour during the middle years (years five to nine) *Australian Journal of Educational & Developmental Psychology*. 4:59–70.
- Aslanargun, E. (2015). Teachers' expectations and school administration: Keys of better communication in schools. *Eurasian Journal of Educational Research*, 60, 17-34 Doi: 10.14689/ejer.2015.60.2

- Atilgan, E., Dogan, U., & Adiguzel, A. (2018). Self-efficacy, Self-esteem, and Subjective Happiness of Teacher Candidates at the Pedagogical Formation Certificate Program. *4*(8), 72-82. doi:doi:10.11114/jets.v4i8.1535
- Aziri, B. (2011). Job Satisfaction: A Literature Review. *3*(4), 77-86.
- Aziz, R. (2011). Pengalaman spiritual dan kebahagiaan pada guru agama sekolah dasar. *Proyeksi*, *6*(2) 1-11.
- Aziz, Z., & Azleena, N. (2007). Kajian Tinjauan Kesiapan Guru-guru Sejarah Menerapkan Kemahiran Pemikiran Sejarah kepada Para Pelajar. *32*, 119-137.
- Bachkirova, T. (2005). *Teacher stress and personal values: An exploratory study*. *School Psychology International*. *26*(3):340–352.
- Bamuhair, S., Farhan, A., Althubaiti, A., Agha, S., Rahman, S., & Ibrahim, N. (2015). *Sources of Stress and Coping Strategies among Undergraduate Medical Students Enrolled in a Problem-Based Learning Curriculum*. doi:doi:/10.1155/2015/575139
- Benevene P, De Stasio S, Fiorilli C, et al. (2019) Effect of Teachers' Happiness on Teachers' Health. The Mediating Role of Happiness at Work. *Frontiers in Psychology*. ;10:2449. DOI: 10.3389/fpsyg.2019.02449.
- Benevene P., Fiorilli C. (2015). Burnout syndrome at school: a comparison study with lay and consecrated Italian teachers. *Mediterr*.
- Berrocal, P., Cobo, M., Corrales, J., & Cabello, R. (2017). Teachers' Affective Well-being and Teaching Experience: The Protective Role of Perceived Emotional Intelligence. *Frontiers in Psychology*, *8*. doi:10.3389/fpsyg.2017.02227
- Bestari, A.W. (2015). Perbedaan tingkat kebahagiaan pada mahasiswa strata 1 dan strata 2. Seminar Psikologi & Kemanusiaan, Universitas Muhammadiyah Malang.

- Bishop, P. A., & Herron, R. L. (2015). Use and Misuse of the Likert Item Responses and Other Ordinal Measures. *International journal of exercise science*, 8(3), 297–302.
- Blazar, D., & Kraft, M. A. (2016). Teacher and Teaching Effects on Students' Attitudes and Behaviors. *Educational Evaluation and Policy Analysis*, 39(1), 146-170. doi:10.3102/0162373716670260
- Boehm, J. K., & Lyubomirsky, S. (2008). Does Happiness Promote Career Success? *Journal of Career Assessment*, 16(1), 101–116.
- Bowling N. A., Eschleman K. J., Wang Q. (2010). A meta-analytic examination of the relationship between job satisfaction and subjective well-being. *J. Occup. Organ. Psychol.* 83 915–934. 10.1348/096317909X478557
- Buonomo, I., Fatigante, M., and Fiorilli, C. (2017). Teachers' burnout profile: risk and protective factors. *Open Psychol. J.* 10, 190–201. doi: 10.2174/1874350101710010190
- Carr, A. (2004). *Positive psychology*. Hove and New York: Brunner-Routledge Taylor and Francis Group.
- Castro, A., & Kelly, J. (2010). Resilience strategies for new teachers in high-needs areas. *Teaching and Teacher Education*. 26. 622-629. 10.1016/j.tate.2009.09.010.
- Check J., Schutt R. K. Survey research. In: J. Check, R. K. Schutt., editors. *Research methods in education*. Thousand Oaks, CA.: Sage Publications; 2012. pp. 159–185.
- Collie RJ, Malmberg L-E, Martin AJ, Sammons P and Morin AJS (2020) A Multilevel Person-Centered Examination of Teachers' Workplace Demands and Resources: Links With Work-Related Well-Being. *Front. Psychol.* 11:626.
- Dagli, A., & Baysal, N. (2017). *Investigating Teachers' Life Satisfaction*. 5(7), 1250-1256. doi:10.13189/ujer.2017.050717

- Damáσιο, B. F., de Melo, R. L. P., & da Silva, J. P. (2013). Meaning in life, psychological well-being and quality of life in teachers', *Paideia*, 23(54), 73-82. doi:10.1590/1982-43272354201309
- Day, C., (2006). Variations in teachers' work, lives and effectiveness. School of Education, University of Nottingham and London Institute of Education. Research Report RR743. p. 239.
- De Stasio, S., Fiorilli, C., & Benevene, P. (2017). *Burnout In Special Needs Teachers At Kindergarten and Primary School: Investigating The Role of Personal Resources and Work Wellbeing*, 00(0). doi:DOI: 10.1002/pits.22013
- Demjaha, T., Bislimovska, J. K., & Mijakoski, D. (2015). Level of Work Related Stress among Teachers in Elementary Schools. *Open Access Macedonian Journal of Medical Sciences*, 3(3), 484-488. doi:10.3889/oamjms.2015.076
- Demjaha, T., Minov, J., Stoleski, S., & Zafirova, B. (2015). Stress Causing Factors Among Teachers in Elementary Schools and Their Relationship with Demographic and Job Characteristics. *Open access Macedonian journal of medical sciences*, 3(3), 493-499. <https://doi.org/10.3889/oamjms.2015.077>
- Dfarhud, D., Malmir, M., & Khanahmadi, M. (2014). Happiness & Health: The Biological Factors- Systematic Review Article. *Iranian journal of public health*, 43(11), 1468-1477. doi: 10.3389/fpsyg.2020.00626
- Engels, N., Arlterman, A., Van Petegem, K., Schepens, A.(2004) Factors which influence the well-being of pupils in Flemish secondary schools. *Educational Studies*. (30)2, 127-143.
- Fernández-Berrocal, P., Gutiérrez-Cobo, M. J., Rodríguez-Corrales, J., & Cabello, R. (2017). Teachers' Affective Well-being and Teaching Experience: The Protective Role of Perceived Emotional Intelligence. *Frontiers in Psychology*, 8. doi:10.3389/fpsyg.2017.02227
- Fiorilli, C., De Stasio, S., Benevene, P., Iezzi, D. F., Pepe, A., and Albanese, O. (2015). Copenhagen burnout inventory (CBI): a validation study in an Italian teacher

- group. *TPM Testing Psychom. Methodol. Appl. Psychol.* 22, 537–551. doi: 10.4473/TPM22.4.7
- Fredrickson, B. (2001). The role of positive emotions in positive psychology: The broadenand-build theory of positive emotions. *American Psychologist*, 56(3), 218-226. doi:10.1037/0003-066x.56.3.218
- Frenzel A. C., Pekrun R., Goetz T., Daniels L. M., Durksen, T. L., Becker-Kurz, B., & Klassen, R. M. (2016). Measuring Teachers' enjoyment, anger, and anxiety: The Teacher Emotions Scales (TES). *Contemporary Educational Psychology*, 46, 148-163. doi: 10.1016/j.cedpsych.2016.05.003
- Galderisi S, Heinz A, Kastrup M, Beezhold J, Sartorius N. (2014). Toward a new definition of mental health. *World Psychiatry* 14(2):231-233. doi:10.1002/wps.20231
- Galderisi S., Heinz A., Kastrup M., Beezhold J., & Sartorius N. (2015). Toward a new definition of mental health. *World psychiatry : Official Journal of the World Psychiatric Association (WPA)*, 14(2), 231–233. <https://doi.org/10.1002/wps.20231>
- George, D., & Mallery, P. (2003). *SPSS for Windows step by step: A simple guide and reference. 11.0 update (4th ed.)*. Boston: Allyn & Bacon.
- Gray, C., Wilcox, G., & Nordstokke, D. (2017). Teacher mental health, school climate, inclusive education and student learning: *A review. Canadian Psychology/Psychologie canadienne*, 58(3), 203–210. <https://doi.org/10.1037/cap0000117>
- Gray, L., Taie, S. (2015). Public school teacher attrition and mobility in the first five years: Results from the first through fifth waves of the 2007–08 Beginning Teacher Longitudinal Study (NCES 2015-337). Washington, DC: National Center for Education Statistics. Retrieved from <http://nces.ed.gov/pubs2015/2015337.pdf>
- Hakanen, J. J., Bakker, A. B., & Schaufeli, W. B. (2006). Burnout and work engagement among teachers. *Journal of School Psychology*, 43(6), 495–513.

- Hammer, D., Piascik, P., Medina, M. (2010). Recognition of teaching excellence. *American journal of pharmaceutical education*, 74(9), 164. <https://doi.org/10.5688/aj7409164>
- Harding S, Morris R., Gunnell D., Ford, T. (2019). Is teachers' mental health and wellbeing associated with students' mental health and wellbeing? *J Affect Disord*. 2019 Jan 1(242): 180-187. doi: 10.1016/j.jad.2018.08.080. Epub 2018 Aug 17. PMID: 30189355.
- Harding, S., Morris, R., Gunnella, D., Ford, T., et al. (2019), Is teachers' mental health and wellbeing associated with students' mental health and wellbeing?, *Journal of Affective Disorders* 242 (2019) 180–187.
- Hassan, M. F. bin, Hassan, N. M., Kassim, E. S., & Hamzah, M. I. (2018). *Issues and Challenges of Mental Health in Malaysia. International Journal of Academic Research in Business and Social Sciences*, 8(12), 1685–1696.
- Hernandez, R., Bassett, S. M., Boughton, S. W., Schuette, S. A., Shiu, E. W., & Moskowitz, J. T. (2017). Psychological Well-Being and Physical Health: Associations, Mechanisms, and Future Directions. *Emotion Review*, 10(1), 18-29. doi:10.1177/1754073917697824
- Honorene, J. (2017). *Understanding the Role of Triangulation in Research*, 4(31), 91-95.
- Ibrahim, N. M., Osman, M. M., Bachok, S., & Mohamed, M. Z. (2016). Assessment on the Condition of School Facilities: Case Study of the Selected Public Schools in Gombak District. *Procedia - Social and Behavioral Sciences*, 222, 228-234. doi:10.1016/j.sbspro.2016.05.151
- Ismail, N., & Noor, A. (2016). *Occupational Stress and Its Associated Factors Among Academician In A Research University, Malaysia*, 16(1), 81-91.
- Ismail, R., Hafezi, H., Nor, R., & Baghini, M. (2014). *Study of Happiness Rate and Life Satisfaction in Malaysia*, 7(7), 1426-1431.

- Jenn N. C. (2006). Designing A Questionnaire. *Malaysian family physician: the official journal of the Academy of Family Physicians of Malaysia*, 1(1), 32–35.
- Joel D. (2011). Male or Female? Brains are Intersex. *Frontiers in integrative neuroscience*, 5, 57. <https://doi.org/10.3389/fnint.2011.00057>
- Johnson BR, Christensen LB. Educational research: Quantitative, qualitative, and mixed approaches. 6. Los Angeles: SAGE; 2017.
- Kabito, G. G., Wami, S. D., Chercos, D. H., & Mekonnen, T. H. (2020). Work-related Stress and Associated Factors among Academic Staffs at the University of Gondar, Northwest Ethiopia: An Institution-based Cross-sectional Study. *Ethiopian journal of health sciences*, 30(2), 223–232. <https://doi.org/10.4314/ejhs.v30i2.10>
- Kamenetz, A. (2015). *The test: Why our schools are obsessed with standardized testing, but you don't have to be*. New York, NY: Perseus Books Group.
- Kanesan, A., Ling, Y., & Peng, C. (n.d.). *An Exploratory Analysis of Happiness at Workplace from Malaysian Teachers Perspective Using Performance-Welfare Model*, 6(6), 340-346.
- Kellogg Commission on the Future of State and Land-Grant Universities (1999), *Returning to Our Roots: The Engaged Institution*, National Association of State Universities and Land-Grant Colleges, Washington, DC.
- Klusmann, U., Richter, D., and L Dtke, O. (2016). Teachers' emotional exhaustion is negatively related to students' achievement: evidence from a large-scale assessment study. *J. Educ. Psychol.* 108, 1193–1203. doi: 10.1037/edu0000125
- Kolawale, W. (2019). *Effects of Teachers' Transfer on Students' Academic Performance in Senior Secondary Schools Abuja Nigeria*, 3(11), 79-82.
- Lancaster GA, Dodd S, Williamson PR. Design and analysis of pilot studies: recommendations for good practice. *J Eval Clin Pract.* 2004;10((2)):307–12.

- Lau, F. (2017). *Handbook of eHealth Evaluation: An Evidence-based Approach*. Victoria: University of Victoria.
- Lee, G., Udin, A., & Aziz, H. (2012). Persepsi Guru Terhadap Kesehatan Mental Di Sekolah Menengah Di Perak. 7, 1-10.
- Lever, N., Mathis, E., & Mayworm, A. (2017). *School Mental Health Is Not Just for Students: Why Teacher and School Staff Wellness Matters*, 17(1), 6-12.
- Lever, N., Mathis, E., & Mayworm, A. (2017). School Mental Health Is Not Just for Students: Why Teacher and School Staff Wellness Matters. *Report on emotional & behavioral disorders in youth*, 17(1), 6–12.
- Li, W., & Kou, C. (2018). Prevalence and correlates of psychological stress among teachers at a national key comprehensive university in China. 24(1-2), 7-16. doi:10.1080/10773525.2018.1500803
- Macuka, I., Buric, I., and Sliskovic, A. (2017). Emotional experiences as predictors of teachers' mental health. *Psychol. Top.* 26, 355–375.
- Manuti A., De Palma P. D. (2017). Digital HR: A Critical Management Approach to
- Martin, & White. 2005. *The Language of Evaluation: Appraisal in English*. Palgrave, London, UK.
- Masuku S, Muchemwa S. (2015) Occupational stress among university lecturers: A case of Zimbabwe. *US-China Education Review*. 5(4):258–266.
- Medvedev, O. N., & Landhuis, C. E. (2018). Exploring constructs of well-being, happiness and quality of life. *PeerJ*, 6. doi:10.7717/peerj.4903
- Medvedev, O. N., & Landhuis, C. E. (2018). Exploring constructs of well-being, happiness and quality of life. *PeerJ*, 6, e4903. <https://doi.org/10.7717/peerj.4903>
- Mehdinezhad, V. (2012). Relationship between High School teachers' wellbeing and teachers' efficacy. 34(2). doi: <https://doi.org/10.4025/actascieduc.v34i2.16716>

- Mertoglu, M. (2018). Happiness Level of Teachers and Analyzing its Relation with Some Variables. *Asian Journal of Education and Training*, 4(4): 374-380.
- Moidunny, K. (2009). The effectiveness of the National Professional Quali cations For Educational Leaders (NPQEL) (Unpublished doctoral dissertation), Bangi: The National University of Malaysia.
- Mukosolu, O., Ibrahim, F., Rampa, L., & Ibrahim, N. (2015). *Prevalence of Job Stress and Its Associated Factors among Universiti Putra Malaysia Staff*, 11(1), 27-38.
- Myers, D., & Diener, E. (1995). Who Is Happy? *Psychological Science*, 6(1), 10-19. Retrieved January 23, 2021, from <http://www.jstor.org/stable/40062870>
- Naing NN, Ahmad Z. (2001) Factors related to smoking habits of male secondary school teachers. *Southeast Asian J Trop Med Public Health*. 32(2):434-439.
- Normarina Ramlee. (2015). *Tahap Stres dalam Kalangan Pensyarah Kolej Vokasional di Johor*. Universiti Tun Hussein Onn Malaysia.
- Okumbe, J. A. (2001). *Human resource management: An educational perspective*. Nairobi: Educational Development and Research Bureau
- Oswald, Andrew J. , Proto, Eugenio and Sgroi, Daniel. (2015) *Happiness and productivity*. *Journal of Labor Economics*, 33 (4). pp. 789-822.
- Panatik, S., & Badri, S. (2012). *Konflik Kerja-keluarga, Kesehatan Mental Dan Kecenderungan Tukar Ganti Kerja Dalam Kalangan Guru*, 51-56.
- Pillay, H, Goddard, R and Wilss, L 2005, 'Well-being, burnout and competence: implications for teachers', *Australian Journal of Teacher Education*, vol. 30, no. 2, pp. 22–33.
- Pillay, H., Goddard, R., & Wilss, L. (2005). Well-Being, Burnout and Competence : Implications for Teachers.. *Australian Journal of Teacher Education*, 30(2).

- Ponto J. (2015). *Understanding and Evaluating Survey Research. Journal of the advanced practitioner in oncology*, 6(2), 168–171.
- Pranjal Buragohain and Mukut Hazarika,(2015). Happiness Level of Secondary School Teachers in Relation to their Job Satisfaction. *SSRG International Journal of Humanities and Social Science* 2(3), 12-36.
- Precioso, Jose & Samorinha, (2020). Prevention measures for COVID-19 in retail food stores in Braga, Portugal: observational study during the pandemic. *Pulmonology*. 10.1016/j.pulmoe.2020.06.009.
- Pryce-Jones, J. (2010). Happiness at work. *Happiness at Work: Maximizing Your Psychological Capital For Success*, 187-188.
- Ramberg, J., Låftman, S. B., Åkerstedt, T., & Modin, B. (2019). Teacher Stress and Students' School Well-being: The Case of Upper Secondary Schools in Stockholm. *Scandinavian Journal of Educational Research*, 1-15. doi:10.1080/00313831.2019.1623308
- Reimers, F. M., & Schleicher, A. (2020). A framework to guide an education response to the COVID-19 Pandemic of 2020. OECD. Available: https://www.hm.ee/sites/default/files/framework_guide_v1_002_harward.pdf.
- Roslan, N., Ho, J., Ng, S., & Sambasivan, M. (2015). *Job Demands & Job Resources: Predicting Burnout and Work Engagement among Teachers*, 84, 138-147.
- Schoonenboom, J., & Johnson, R. B. (2017). *How to Construct a Mixed Methods Research Design. Kolner Zeitschrift fur Soziologie und Sozialpsychologie*, 69(Suppl 2), 107–131. <https://doi.org/10.1007/s11577-017-0454-1>
- Scott, L. B., Carl, P. M. J., Donald, C. M. J., & Jon, C. C. (2008). The Impact of Work/Family Demand on Work-Family Conflict. *Journal of Managerial Psychology*. 23(3): 215–235.
- Seligman, M. E. P. (2010). Flourish: Positive psychology and positive interventions. *The Tanner lectures on human values* (pp. 1–243). Ann Arbor: University of Michigan Press.

- Shernoff ES, Frazier SL, Marinez-Lora A, Lakind D, Atkins MS, Jakobsons L, Bhaumik D, Hamre BK, Patel D, Parker Katz M, Neal J, Smylie M.(2016) Expanding the role of school psychologists to support early career teachers: A mixed-method study. *School Psychology Review*. 2016;45:226–249.
- Skaalvik, E., & Skaalvik, S. (2010). Teacher self-efficacy and teacher burnout: A study of relations. *Teaching and Teacher Education*, 26(4), 1059-1069.
- Skaalvik, E., & Skaalvik, S. (2014). *Job Satisfaction, Stress and Coping Strategies in the Teaching Profession—What Do Teachers Say?*, 8(3). doi:10.5539/ies.v8n3p181
- Slopen N, Kontos EZ, Ryff CD, Ayanian JZ, Albert MA, Williams DR. (2013) Psychosocial stress and cigarette smoking persistence, cessation, and relapse over 9–10 years: a prospective study of middle-aged adults in the United States. *Cancer Causes & Control*. ;24(10):1849–1863.
- Smith, T.W. (2007). *Job satisfaction in the united states*. Chicago, IL: University of Chicago.
- Suikkanen, Jussi. (2011). An Improved Whole Life Satisfaction Theory of Happiness. *International Journal of Wellbeing*. 1. 10.5502/ijw.v1i1.6.
- Sun, R. C., & Shek, D. T. (2012). Student classroom misbehavior: an exploratory study based on teachers' perceptions. *The Scientific World Journal*, 2012, 208907. <https://doi.org/10.1100/2012/208907>
- Sutton, R. E., & Wheatley, K. F. (2003). Teachers' Emotions and Teaching: A Review of the Literature and Directions for Future Research. *Educational Psychology Review*, 15(4), 327–358.
- Tai, K.L., Ng, Y.G., & Lim, P.Y., (2019) *Systematic review on the prevalence of illness and stress and their associated risk factors among educators in Malaysia*. 14(5): e0217430. <https://doi.org/10.1371/journal.pone.0217430>
- Teddle, C., & Yu, F. (2007). Mixed Methods Sampling. *Journal of Mixed Methods Research*, 1(1), 77-100. doi:10.1177/1558689806292430

- Tran, K. T., Nguyen, P. V., Dang, T., & Ton, T. (2018). The Impacts of the High-Quality Workplace Relationships on Job Performance: A Perspective on Staff Nurses in Vietnam. *Behavioral sciences (Basel, Switzerland)*, 8(12), 109. <https://doi.org/10.3390/bs8120109>
- Tran, K. T., Nguyen, P. V., Dang, T., & Ton, T. (2018). The Impacts of the High-Quality Workplace Relationships on Job Performance: A Perspective on Staff Nurses in Vietnam. *Behavioral sciences (Basel, Switzerland)*, 8(12), 109. <https://doi.org/10.3390/bs8120109>
- Underwood A. (2015) Evaluation of work stress, turnover intention, work experience, and satisfaction with preceptors of new graduate nurses using a 10-minute preceptor model. *Journal of Continuing Education in Nursing*. 46(12):533–534. PubMed PMID: 26641146.
- Vaillant, G. (2012). Positive mental health: Is there a cross-cultural definition? *11*(2), 93-99. doi: 10.1016/j.wpsyc.2012.05.006
- Veenhoven, R. (1996b). Happy Life-expectancy: A comprehensive measure of quality-of-life in Nations. *Social Indicators Research*, 39, 1–58.
- Warr, P. (2014). Fuentes de felicidad e infelicidad en el trabajo: una perspectiva combinada. *Rev. Psicol. Del Trab. Las Organ.* 29, 99–106. doi: 10.5093/tr2013a15
- Wicaksani, A., & Setiawati, F. (2018). *Happiness of Primary School Teachers Reviewed from the Big Five Personality Theory*, 1(1).
- Wilson, V. (2014). *Research Methods: Triangulation*, 9(1), 74-75.
- Wong, V. W., Ruble, L. A., Yu, Y., & McGrew, J. H. (2017). Too Stressed to Teach? Teaching Quality, Student Engagement, and IEP Outcomes. *Exceptional Children*, 83(4), 412-427. doi:10.1177/0014402917690729
- World Health Organization Quality of Life (WHOQOL) (1998a) World Health Organization Quality of Life (WHOQOL) Group Development of the World Health Organization WHOQOL-BREF quality of life assessment.

Psychological Medicine. 1998a;28(3):551–558. doi:
10.1017/s0033291798006667.

Yang, X., Ge, C., Hu, B., Chi, T., & Wang, L. (2009). Relationship between Quality of Life and Occupational Stress among Teachers. *Public Health*, 123, 750-755.

Yazdi, A.M.T. (2015). Empowerment potential: Big Five personality traits and psychological empowerment. *International Business and Management*. 11(3), 62-69

Yin, H., Huang, S., & Wang, W. (2016). Work Environment Characteristics and Teacher Well-Being: The Mediation of Emotion Regulation Strategies. *International Journal of Environmental Research and Public Health*, 13(9), 907. doi:10.3390/ijerph13090907

Zacher, H. & Rudolph, C. W. (2020). Individual differences and changes in subjective wellbeing during the early stages of the COVID-19 pandemic. *American Psychologist*.