



**The Influencing Factors of Teachers' Subjective Well-being in
Ningyang No. 1 Middle School**



**AN INDEPENDENT STUDY SUBMITTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF BUSINESS ADMINISTRATION
GRADUATE SCHOOL OF BUSINESS
SIAM UNIVERSITY
2025**



The Influencing Factors of Teachers' Subjective Well-being in Ningyang No. 1 Middle School

**Lu Ruying
6717195026**

This Independent Study has been Approved as a Partial Fulfillment of the Requirements
for the Degree of Master of Business Administration

Advisor:*Jidapa C.*.....
(Dr. Jidapa Chollathanratanapong)

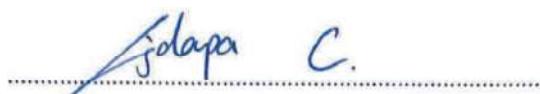
Date:11/.....Dec...../.....2025

.....*Jomphong Mongkhonvanit*.....
(Associate Professor Dr. Jomphong Mongkhonvanit)
Dean, Graduate School of Business

Date.....25 Dec, 2025

Title: The Influencing Factors of Teachers' Subjective Well-being in Ningyang No. 1 Middle School
By: Lu Ruying
Degree: Master of Business Administration
Major: Educational Resource Management

Advisor:


(Dr. Jidapa Chollathanratanapong)

11 / Dec. / 2025

ABSTRACT

Subjective well-being (SWB) refers to an individual's self-reported evaluation of their own life, encompassing cognitive judgments of life satisfaction and affective experiences of positive and negative emotions. In China-Mainland, the issue of lower subjective well-being of teachers has attracted increasing attention from researchers. Prior literature suggests that the subjective well-being of teachers is affected by multiple factors, including career identity, perceived social support, and psychological resilience.

Given the above considerations, this study conducted a questionnaire survey to examine how career identity, perceived social support and psychological resilience affected teachers' subjective well-being in Ningyang No. 1 Middle School.

This study was a quantitative study. With ninety-six teachers from Ningyang No. 1 Middle School as participants, a questionnaire survey was conducted to examine the influences of career identity, perceived social support, and psychological resilience on subjective well-being. Linear regression analysis results showed that teachers with greater career identity were more likely to experience greater subjective well-being. Perceived social support and psychological resilience are both protective factors for teachers' subjective well-being. The more social support is perceived, the more likely teachers were to experience greater subjective well-being. Additionally, teachers with a higher level of psychological resilience were more likely to experience greater subjective well-being.

This study demonstrates that professional identity contributes to teachers' subjective well-being. Perceived social support and psychological resilience are conducive to enhancing teachers' subjective well-being. According to the results of this study, in order to enhance teachers' subjective well-being, schools should enhance teachers' career identity, provide more social support to teachers, and encourage teachers to develop their own psychological resilience.

Keywords: subjective well-being, career identity, perceived social support, psychological resilience



ACKNOWLEDGMENT

I am honored to join Siam University and relive the wonderful days of being a student, embracing the spirit of hard work and perseverance. As my graduate studies are nearing completion, this learning experience has been incredibly fulfilling. The process of completing my independent study has been both challenging and enjoyable, leaving me with many reflections. I am grateful to the teachers, classmates, and family members who have provided help and companionship throughout this journey.

I would like to express my gratitude to my advisor, who provided me with patient and meticulous guidance throughout the process of writing my independent study. In the early stages, my advisor helped me develop my ideas and taught me the importance of a diligent, practical, and rigorous approach to research. This has become one of the most valuable lessons in my life, and I will always remember it.

I would also like to thank my classmates, who provided me with much encouragement and support during my studies, allowing me to experience the rare bond of camaraderie. Additionally, I am deeply grateful to my family, who stood by my side and encouraged me to move forward boldly when I was confused and hesitant. Their love and warmth motivated me to strive harder, and their silent companionship and support have been invaluable.

Lu Ruying

DECLARATION

I, Lu Ruying, hereby certify that the work embodied in this independent study entitled “The Influencing Factors of Teachers’ Subjective Well-being in Ningyang No. 1 Middle School” is result of original research and has not been submitted for a higher degree to any other university or institution.

(Lu Ruying)
August 5, 2025



CONTENTS

ABSTRACT	I
ACKNOWLEDGMENT	III
DECLARATION	IV
CONTENTS	V
LIST OF TABLES	VII
LIST OF FIGURES	VIII
Chapter 1 Introduction	1
1.1 Background of the Study	1
1.2 Problems of the Study	2
1.3 Objectives of the Study	3
1.4 Scope of the Study	3
1.5 Significance of the Study	4
1.5.1 Theoretical Significance	4
1.5.2 Practical Significance	4
Chapter 2 Literature Review	6
2.1 Theory Relevant to Subjective Well-being	6
2.1.1 Self-Determination Theory	6
2.1.2 Job Demands-Resources Model	6
2.2 Literature Review on Keywords	7
2.3 Teachers' Subjective Well-Being and Influencing Factors	8
2.3.1 Subjective Well-being	8
2.3.2 Career Identity and Teachers' Subjective Well-being	8
2.3.3 Perceived Social Support and Teachers' Subjective Well-being	9
2.3.4 Psychological Resilience and Teachers' Subjective Well-being	10
2.4 Introduction to Ningyang No.1 High School	11
2.5 Conceptual Framework	11
Chapter 3 Research Methodology	13
3.1 Research Design	13

3.2 Population and Sampling	13
3.3 Hypothesis	13
3.4 Research Instrument	13
3.4.1 Subjective Well-being Scale	14
3.4.2 Career Identity Scale	14
3.4.3 Perceived Social Support Scale	15
3.4.4 Psychological Resilience Scale	16
3.5 Data Collection	17
3.6 Data Analysis	18
3.7 Reliability and Validity Analysis of the Scale	18
3.7.1 Reliability analysis of the three scales	18
3.7.2 Validity analysis of the three scales	18
Chapter 4 Findings and Discussion	20
4.1 Findings	20
4.1.1 Demographic Characteristics of Participants	20
4.1.2 Correlation Analysis Results	21
4.1.3 Regression Analysis Results	22
4.2 Discussion	22
4.2.1 The Influence of Career Identity on Teachers' Subjective Well-being	22
4.2.2 The Influence of Perceived Social Support on Teachers' Subjective Well-being	23
4.2.3 The Influence of Psychological Resilience on Teachers' Subjective Well-being	24
Chapter 5 Conclusion and Recommendation	26
5.1 Conclusion	26
5.2 Recommendation	27
5.3 Future Study	28
References	29
Appendix	39

LIST OF TABLES

Table 3.1 Items in Subjective Well-being Scale	14
Table 3.2 Items in Career Identity Scale	I5
Table 3.3 Items in Perceived Social Support Scale	I6
Table 3.4 Items in Psychological Resilience Scale	17
Table 3.5 Reliability Analysis Results	18
Table 3.6 Validity Analysis Results	19
Table 4.1 Demographic Analysis Results	20
Table 4.2 Correlation Analysis Results	21
Table 4.3 Regression Analysis Results	22

LIST OF FIGURES

Figure 2.1 Conceptual Framework	12
---------------------------------------	----



Chapter 1 Introduction

1.1 Background of the Study

Subjective well-being (SWB) refers to an individual's self-reported evaluation of their own life, encompassing cognitive judgments of life satisfaction and affective experiences of positive and negative emotions (Diener, 1984; Diener et al., 1999). It is a multidimensional construct that includes life satisfaction, positive affect and negative affect. The SWB of teachers is essential for their career development as it directly influences teachers' job performance, professional growth, and long-term career sustainability. Past research suggests that teachers with high SWB exhibit greater motivation, resilience, and creativity in their teaching practices, leading to improved student outcomes and classroom effectiveness. Moreover, high subjective well-being is helpful for reducing burnout and attrition, which will help educators remain engaged and committed to their profession. High SWB also fosters collaboration with colleagues, openness to professional development, and willingness to take on leadership roles, all of which are crucial for career advancement. Conversely, prior literature suggests that low SWB can lead to emotional exhaustion, decreased job satisfaction, and early exits from the profession. Therefore, promoting teachers' subjective well-being not only benefits their own career development, but also contributes to the stability and growth of the education sector.

In China-Mainland, the subjective well-being of middle school teachers is currently under significant strain due to a combination of high job demands, policy reforms, and systemic pressures. Specifically, due to the "double reduction" policy, middle school teachers have experienced heightened stress. Although this policy is proposed to reduce student workloads, it inadvertently increases teachers' administrative burdens and extended working hours (Zhang et al., 2023). Prior literature also highlights the impact of China's exam-oriented education system, with many teachers reporting emotional exhaustion due to rigid performance evaluations and pressure from parents and school leaders (Liu & Wang, 2022). Furthermore, disparities between urban and rural schools exacerbate the issue, as rural teachers often contend with poorer resources, lower salaries, and fewer career development opportunities than urban teachers (Li et al., 2021). Despite the fact that some teachers can derive satisfaction from student achievements, broader structural factors—such as inadequate mental health support, societal undervaluation, and work-life imbalance—inevitably contribute to declining the subjective well-being of teachers (Chen & Wei,

2024). Given this situation, it is necessary to apply more systemic interventions to enhance teachers' well-being in Chinese education sector.

Given the above considerations, this study examined the influencing factors of teachers' subjective well-being in Ningyang No.1 Middle School. This middle school is located in Ningyang County, Tai'an City, Shandong Province, China. The school follows the national curriculum, covering core subjects like Chinese, math, and English, though it frequently faces challenges such as teacher shortages, outdated facilities, and students traveling long distances to attend. In terms of income sources, Ningyang No.1 Middle School mainly relies on financial grants to maintain daily operations. In recent years, the teachers in this middle school have shown an increasingly serious problem of low subjective well-being, which poses a challenge to the development of the school. Given that, this study systematically examined the influencing factors of teachers' subjective well-being in Ningyang No.1 Middle School, so that policy makers can employ feasible response strategies.

1.2 Problems of the Study

Prior literature suggests that teachers' subjective well-being is affected by multiple factors, such as career identity, perceived social support and psychological resilience. A strong career identity, the sense of commitment and meaning in teaching, enhances job satisfaction and reduces burnout, fostering long-term well-being (Chen & Lee, 2022; Day & Gu, 2019). Perceived social support, including encouragement from colleagues, administrators, and family, acts as a buffer against stress and promotes emotional stability (Bakker & Demerouti, 2017; Tschannen-Moran & Hoy, 2001). Additionally, psychological resilience, the ability to adapt to challenges, helps teachers manage workplace pressures and maintain positive mental health (Mansfield et al., 2016). Based on previous findings, this study focuses on the following three core questions:

- (1) How does career identity influence teachers' subjective well-being?
- (2) How does perceived social support influence teachers' subjective well-being?
- (3) How does psychological resilience influence teachers' subjective well-being?

1.3 Objectives of the Study

This study has the following three objectives.

- (1) To examine the influence of career identity on teachers' subjective well-being.
- (2) To examine the influence of perceived social support on teachers' subjective well-being.
- (3) To examine the influence of psychological resilience on teachers' subjective well-being.

1.4 Scope of the Study

By using a questionnaire survey, this study focused on examining the factors that may influence teachers' subjective well-being in Ningyang No.1 Middle School, a rural middle school in China-Mainland. To ensure the validity of the responses, only teachers with more than one year of working experience were allowed to participate in the survey. Both male and female teachers from the 7th grade to the 9th grade **participated**. In order to increase the response rate of the questionnaire, the questionnaire survey was conducted both online and offline simultaneously. Both Self-Determination Theory and Ecological Systems Theory were used to provide the theoretical framework of this study.

This study focused on three factors that may affect teachers' subjective well-being — career identity, perceived social support, and psychological resilience. A quantitative approach was used to analyse the effect of the above three factors on teachers' subjective well-being. To achieve this goal, three linear regression equation were conducted separately. By systematically exploring the influencing factors of teachers' subjective well-being, this study aimed to provide a detailed analysis of the challenges and rewards specific to teachers' professional environment. A quantitative method was used to conduct data analysis, which contributed to a deeper understanding of how institutional and personal factors interact to affect teachers' mental and emotional health in the Chinese middle school setting.

1.5 Significance of the Study

This study carries important theoretical and practical significance as follows.

1.5.1 Theoretical Significance

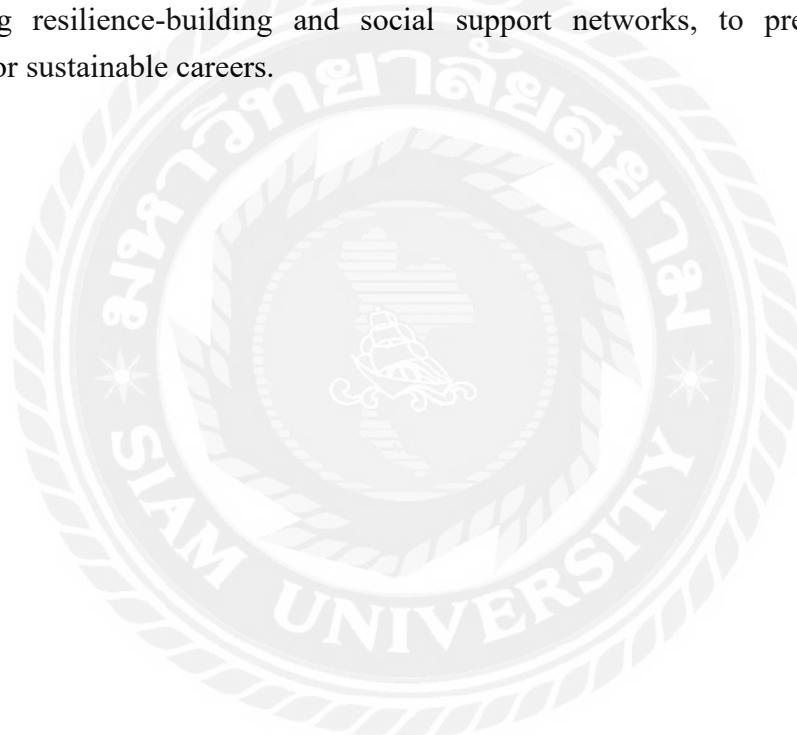
Examining the influencing factors of teachers' subjective well-being — career identity, perceived social support, and psychological resilience — has significantly theoretical implications, particularly for understanding how personal and contextual factors interact to shape teachers' well-being. Social Identity Theory suggests that a strong career identity fosters well-being by aligning teachers' self-concept with their professional role, thereby enhancing motivation and reducing role conflict (Tajfel & Turner, 1979). Meanwhile, Social Support Theory posits that perceived social support — from colleagues, administrators, and students — buffers against stress and reinforces emotional well-being, a connection supported by research in educational settings (Skaalvik & Skaalvik, 2014). Additionally, Psychological Resilience Theory highlights resilience as a mediator between workplace adversity and subjective well-being, suggesting that resilient teachers better navigate challenges while sustaining engagement (Masten, 2001). On a broad level, integrating these perspectives also extends the Job Demands-Resources (JD-R) Model by demonstrating how internal psychological resources (identity, resilience) and external social resources (support) jointly mitigate job demands and promote well-being (Bakker & Demerouti, 2017).

1.5.2 Practical Significance

Examining how career identity, perceived social support, and psychological resilience affect teachers' subjective well-being also carries practical implications for educational policymakers, school administrators, and teacher training programs. Strengthening career identity — through mentorship, professional development, and recognition programs — can enhance teachers' sense of purpose and commitment, reducing burnout and turnover (Day & Gu, 2019). Organizational leaders should foster perceived social support by cultivating collaborative environments, peer networks, and leadership responsiveness, as research shows that supportive workplaces mitigate stress and improve job satisfaction (Skaalvik & Skaalvik, 2014). Additionally, interventions to build psychological resilience, such as mindfulness training and stress management workshops, can equip teachers with coping strategies to navigate challenges effectively (Masten, 2001). By integrating these factors into school policies, institutions can create sustainable well-being frameworks that

promote long-term teacher retention and effectiveness.

On an individual level, via teachers' self-reflection and active engagement, they can apply specific findings in well-being practices. Specifically, developing a strong career identity may involve seeking professional growth opportunities or reconnecting with teaching motivations, aligning with Self-Determination Theory (Ryan & Deci, 2000). Teachers can also proactively seek social support by participating in professional learning communities or peer mentoring programs, which reinforce belonging and reduce isolation (Cohen & Wills, 1985). Building resilience through cognitive-behavioral strategies and emotion regulation techniques can help educators manage classroom stressors more effectively (Klassen et al., 2012). Furthermore, teacher education programs should incorporate well-being training, such as emphasizing resilience-building and social support networks, to prepare future educators for sustainable careers.



Chapter 2 Literature Review

2.1 Theory Relevant to Subjective Well-being

2.1.1 Self-Determination Theory

Self-Determination Theory (SDT), initially proposed by Deci and Ryan (1985), is a macro-theory of human motivation and personality that examines the interplay between intrinsic and extrinsic motivations. The theory specially focuses on the importance of autonomy, competence, and relatedness in fostering psychological growth and well-being (Deci & Ryan, 1985, 2000). According to Self-Determination Theory, when these three basic psychological needs are satisfied, individuals experience enhanced self-motivation, engagement, and optimal functioning. In contrast, when these basic needs are deprived, individuals will perceive lower subjective well-being. Consistent with the proposition of Self-Determination Theory, empirical research relevant to subjective well-being suggests that when teachers feel valued and empowered in the organization, they often feel higher job satisfaction, lower emotional exhaustion, and greater vitality (Skaalvik & Skaalvik, 2014). In another study, researchers found that need-thwarting conditions, such as excessive workload and lack of collegial support, can decrease subjective well-being and increase attrition (Klassen et al., 2012). Similar results patterns are also found in longitudinal research. For instance, Van den Broeck et al. (2016) conducted a three-year longitudinal study and found that teachers' well-being was directly linked to the satisfaction of basic psychological needs, and this results remained constant even when controlling for external stressors. Actually, in addition to the subjective well-being, Self-Determination Theory has been widely applied across various domains, including education, work, health, and sport (Ryan & Deci, 2017).

2.1.2 Job Demands-Resources Model

Job Demands-Resources (JD-R) Model posits that employees' subjective well-being and performance are shaped by two key factors: job demands (e.g., workload, emotional strain) that may lead to burnout, and job resources (e.g., autonomy, social support) that foster engagement and mitigate stress (Bakker & Demerouti, 2017). The model suggests a dual pathway—excessive demands exhaust employees' mental and physical energy, while sufficient resources enhance motivation and resilience (Demerouti et al., 2001). Job Demands-Resources Model explains teachers' subjective well-being by highlighting how job demands (e.g., workload,

student misbehavior, administrative pressure) deplete emotional and cognitive resources, leading to stress and burnout, whereas job resources (e.g., autonomy, collegial support, professional development) foster engagement, job satisfaction, and positive affect (Bakker & Demerouti, 2017). So far, a large body of empirical research has demonstrated the feasibility of Job Demands-Resources Model in explaining teachers' subjective well-being. For instance, by conducting a large-sample questionnaire survey, Hakanen et al. (2006) found that Finnish teachers experiencing high job demands reported lower well-being, while access to resources like supervisor support and skill utilization enhanced those teachers' engagement and life satisfaction in daily work. Similarly, Skaalvik and Skaalvik (2017) revealed that Norwegian teachers' emotional exhaustion was strongly predicted by workload and time pressure, whereas social support and meaningful work can significantly improve teachers' subjective well-being. Overall, such findings demonstrates Job Demands-Resources Model's applicability in education, and balanced demands and adequate resources are critical for sustaining teachers' mental health and job-related fulfillment.

2.2 Literature Review on Keywords

The keywords in this study include subjective well-being, career identity, perceived social support, and psychological resilience. In recent years, subjective well-being, career identity, perceived social support, and psychological resilience have emerged as key variables in psychological and organizational behavior research. Previous studies have shown that subjective well-being, as an individual's overall evaluation of life quality, plays a significant role in professional contexts. Specifically, individuals with high subjective well-being tend to exhibit greater work enthusiasm, job satisfaction, and career competence. Regarding influencing factors, existing research has found a significant correlation between subjective well-being and career identity — the latter referring to the integration of one's self-concept with their professional role (Hirschi et al., 2021). Individuals with strong career identity generally demonstrate higher levels of job satisfaction and well-being. Additionally, perceived social support, defined as an individual's subjective belief in the availability of social resources (Zimet et al., 1988), has been empirically demonstrated to buffer work stress and enhance subjective well-being (Lakey & Cronin, 2008). Psychological resilience refers to an individual's capacity to effectively adapt to and maintain or recover psychosocial functioning when facing stress, adversity, or trauma (Masten, 2001; Connor & Davidson, 2003). In empirical research, psychological resilience is often regarded as a protective factor that mitigates the negative impact of stress on mental health (e.g., depression and anxiety) (Kalisch et al., 2017) and

enhances individuals' subjective well-being (Smith et al., 2021). Highly resilient individuals typically exhibit stronger emotional regulation skills, an optimistic attributional style, problem-solving abilities, and the capacity to utilize social support (Fletcher & Sarkar, 2013). Moreover, psychological resilience can be enhanced through intervention programs, such as cognitive-behavioral therapy and mindfulness training (Joyce et al., 2018), demonstrating significant practical value—particularly in high-risk occupational burnout groups (e.g., healthcare workers and teachers).

2.3 Teachers' Subjective Well-Being and Influencing Factors

2.3.1 Subjective Well-being

Subjective well-being (SWB) refers to an individual's self-reported evaluation of their overall life satisfaction and emotional experiences (Diener, 1984), including both cognitive judgments (e.g., how satisfied one feels with their life as a whole) and affective components (e.g., the frequency of positive emotions like joy and contentment versus negative emotions like sadness or anxiety). It is a central concept in positive psychology, reflecting personal perceptions rather than objective conditions. SWB is typically measured through surveys assessing life satisfaction, affect balance, and perceived fulfillment, with higher levels associated with better mental health, resilience, and social functioning. Past literature suggests that high subjective well-being is linked to better physical health, greater resilience to stress, and longer life expectancy, while low subjective well-being correlates with increased risks of depression, anxiety, and chronic illness (Diener & Seligman, 2004). In addition to individual benefits, subjective well-being also contributes to social harmony—people with higher well-being tend to be more prosocial, cooperative, and productive, benefiting workplaces and communities. Empirical research suggests that various factors may affect subjective well-being, including personality traits (e.g., extraversion, neuroticism), social relationships, economic stability, and cultural values.

2.3.2 Career Identity and Teachers' Subjective Well-being

Past research demonstrates that career identity plays an important role in shaping teachers' subjective well-being (SWB) via influencing their sense of purpose, job satisfaction, and emotional resilience. When teachers strongly identify with their work, they are more likely to experience fulfillment, motivation, and commitment, which will increase positive emotions and reduce burnout. A clear career identity helps teachers regard challenges as meaningful rather than stressful, thus fostering greater

self-efficacy and engagement in their work. Conversely, weak or conflicted career identity can lead to teachers' role ambiguity, emotional exhaustion, and detachment, which in turn exerts a negative influence on their subjective well-being. Teachers with a strong career identity also tend to build better relationships with students and colleagues, thus further enhancing their overall well-being (Klassen & Chiu, 2010).

Empirical research showed that career identity can affect teachers' subjective well-being by mediating how teachers respond to external pressures, such as workload demands and societal expectations (Hong, 2010). Research suggests that those teachers with a stable, positively reinforced professional identity are better equipped to cope with stress and maintain work-life balance (Day & Gu, 2019). Institutional support—such as mentorship programs, professional development opportunities, and recognition—strengthens career identity, which finally enhances teachers' subjective well-being. Conversely, organizational atmosphere that undermines teachers' autonomy or devalue their role can erode identity and well-being. Thus, fostering a strong, adaptive career identity is essential for sustaining teachers' mental health and job performance.

2.3.3 Perceived Social Support and Teachers' Subjective Well-being

Perceived social support refers to an individual's subjective belief that they have access to emotional, informational, or instrumental assistance from their social network (e.g., colleagues, family, friends, or community) when needed (Lakey & Cohen, 2000). Past research suggests that perceived social support can enhance teachers' subjective well-being by buffering stress, fostering emotional resilience, and reinforcing a sense of belonging (Skaalvik & Skaalvik, 2011). When teachers perceive supported by colleagues, administrators, students, and their broader community, they will experience lower levels of burnout, anxiety, and depression, resulting in greater job satisfaction and psychological health (Schwarze & Hallum, 2008). Social support provides teachers with emotional comfort, practical assistance, and validation, which helps them navigate challenges such as workload pressures or classroom difficulties. Strong professional networks also promote collaboration, mentorship, and shared problem-solving, thus contributing to a more positive work environment. Conversely, teachers who perceive inadequate social support may feel isolated, undervalued, or overwhelmed, thus producing negative impacts on their subjective well-being and job performance.

Perceived social support also influences teachers' subjective well-being by shaping their self-efficacy and motivation (Skaalvik & Skaalvik, 2011). Supportive

relationships reinforce teachers' sense of competence and autonomy, enabling them to approach their work with greater confidence and enthusiasm. Prior literature highlights how mentorship programs, peer collaboration, and positive feedback from stakeholders enhance teachers' emotional and professional well-being. Institutional structures that encourage trust, open communication, and teamwork further amplify these benefits. In contrast, unsupportive or toxic workplace climates can diminish teachers' subjective well-being by exacerbating stress and reducing job commitment. Thus, fostering strong, accessible social support systems is crucial for enhancing teachers' subjective well-being.

2.3.4 Psychological Resilience and Teachers' Subjective Well-being

Psychological resilience refers to the adaptive capacity of individuals to cope with, recover from, and grow in response to adversity, trauma, or significant stress. It involves mental flexibility, emotional regulation, and the ability to maintain functional well-being despite challenging circumstances (Masten, 2001). Past research demonstrates that psychological resilience can enhance teachers' subjective well-being by enabling them to adapt to stressors and recover from professional challenges. Teachers in daily work often face high emotional and cognitive demands, resulting in burnout and job dissatisfaction. Resilient teachers, however, tend to show greater emotional regulation, optimism, and problem-solving skills, which help them maintain mental health and job engagement despite difficulties (Mansfield et al., 2016). Studies indicate that resilience acts as a protective factor, thus reducing the negative impact of workplace stress while fostering positive emotions, life satisfaction, and a sense of accomplishment (Beltman et al., 2011). Psychological resilience enables teachers to sustain motivation and commitment, even in demanding educational settings.

In addition, psychological resilience contributes to teachers' well-being by promoting a proactive approach to challenges, rather than avoidance or emotional withdrawal. Resilient teachers are more likely to seek social support, reframe setbacks as learning opportunities, and maintain work-life balance, all of which are beneficial for enhancing subjective well-being (Gu & Day, 2013). Research suggests that resilience is not merely an innate trait but can be cultivated through training and supportive environments (Howard & Johnson, 2004). Given that, schools should prioritize resilience-building interventions, such as mindfulness programs or peer mentoring, in order to improve teachers' overall well-being and professional sustainability.

2.4 Introduction to Ningyang No.1 High School

Ningyang County No.1 High School is located at Qixian Road, Ningyang County, Tai'an City, Shandong Province. It is a public full-time regular senior high school. Its predecessor was Ningyang High School founded in 1954, which was renamed Ningyang County No.1 High School in 1957. The school motto is "Rigorous and Honest, Friendly and Caring, Diligent in Learning, Pioneering a Bright Future." As of now, the school covers a total area of 298 acres, with 6,800 students, 405 faculty members, and 103 teaching classes.

As of December 2023, 100% of the teachers at Ningyang County No.1 High School meet the required academic qualifications, including 43 with postgraduate degrees. The faculty includes 4 Provincial-level Special-grade Teachers, 8 Tai'an Famous Teachers, 5 National Outstanding Teachers, 16 Provincial Outstanding Teachers and Teaching Experts, 50 Municipal Outstanding Teachers and Teaching Experts, and over 70 County-level Outstanding Teachers and Teaching Experts. In terms of cooperation and exchanges, Ningyang County No.1 High School has established partnerships with several universities, including Shandong University, Beijing Forestry University, Shandong Normal University, Shandong Sport University, China University of Mining and Technology, Northwest A&F University, and Air Force Engineering University, serving as a student recruitment base or internship base for these institutions.

2.5 Conceptual Framework

Drawing on Self-Determination Theory and Job Demands-Resources Model, this study systematically examines how career identity, perceived social support and psychological resilience affect teachers' subjective well-being in Ningyang No. 1 Middle School. According to Self-Determination Theory (SDT), professional identity has a positive predictive effect on the enhancement of teachers' subjective well-being. Based on Job Demands-Resources (JD-R) Model, perceived social support and psychological resilience positively predict the improvement of teachers' subjective well-being.

The hypothesized model of the study is presented in Figure 2.1.

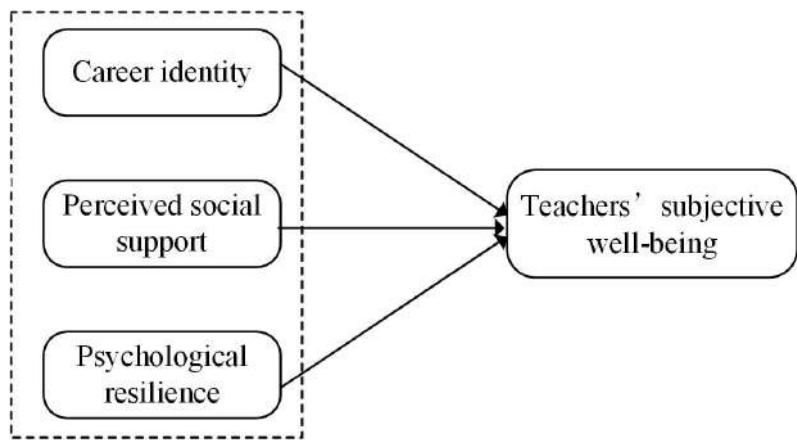


Figure 2.1 Conceptual Framework



Chapter 3 Research Methodology

3.1 Research Design

This study was a quantitative study, in which a questionnaire survey was conducted to examine the effect of career identity, perceived social support and psychological resilience on teachers' subjective well-being. In data analysis, three linear regression equations were separately conducted to examine the effect of the influencing factors on teachers' subjective well-being.

3.2 Population and Sampling

The population of this study was the teachers of NingYangNo.1 Middle School. This study recruited participants by using the convenient sampling method. Participants of this study were 96 teachers in Ningyang No.1 Middle School, whose age ranges from 23 years old to 56 years old. Among them, there are 56 men and 40 women. Their working years range from 1 years to 36 years. The nationality of 90 participants is Han, while the nationality of the remaining 6 participants is a national minority. Forty participants live in the countryside, while the other 56 participants live in the city. All the data of the participants are included in the final statistical analysis.

3.3 Hypothesis

This study proposed the following hypotheses:

H1: Career identity has a positive impact on teachers' subjective well-being in Ningyang No.1 Middle School.

H2: Perceived social support has a positive impact on teachers' subjective well-being in Ningyang No.1 Middle School.

H3: Psychological resilience has a positive impact on teachers' subjective well-being in Ningyang No.1 Middle School.

3.4 Research Instrument

3.4.1 Subjective Well-being Scale

In this study, we adopted the Satisfaction With Life Scale — developed by (Diene,1985), Emmons, (1985, Larsen & Griffin) and widely used as a measure of subjective well-being, was used to measure teachers' subjective well-being. The scale is a widely used self-report measure assessing individuals' overall happiness and life satisfaction. It consists of two primary components: (1) Affective well-being, which measures the frequency of positive and negative emotions (e.g., "During the past month, how often did you feel happy?"), and (2) Cognitive well-being, which evaluates global life satisfaction (e.g., "In most ways, my life is close to my ideal"). This scale includes 10 items and participants need to provide their agreement on the 5-point scale (1 = strongly disagree, 5 = strongly agree). Specific items are provided in Table 3.1. Subjective well-being is assessed by averaging the scores on all items, with higher values indicating greater subjective well-being. The Subjective Well-being Scale has strong psychometric properties and has been validated in diverse populations.

Table 3.1 Items in Subjective Well-being Scale

Subjective Well-being Scale	
1	In most ways, my life is close to my ideal.
2	The conditions of my life are excellent.
3	I am satisfied with my life.
4	So far, I have gotten the important things I want in life.
5	If I could live my life over, I would change almost nothing.
6	During the past month, how often did you feel happy.
7	During the past month, how often did you feel joyful.
8	During the past month, how often did you feel content.
9	During the past month, how often did you feel sad.
10	During the past month, how often did you feel anxious.

3.4.2 Career Identity Scale

The Career Identity Scale developed by Creed and Hood (2015) was used to measure participants' career identity. The Career Identity Scale consists of 12 items across three dimensions. The Career Identity Commitment dimension includes 5 items,

which aims to assess the strength of attachment to career goals. The Career Identity Reconsideration dimension includes 4 items, which aims to assess the tendency to question or change career paths. The Career Identity In-Betweenness includes 3 items, which aims to assess the feeling uncertain or undecided about career identity. The scale has shown well suitability in previous research. For each item, participants need to give their agreement on the 5-point scale (1 = strongly disagree, 5 = strongly agree). All items of the scale are provided in Table 3.2. Teachers' career identity is assessed by averaging all items, with higher values indicating greater career identity.

Table 3.2 Items in Career Identity Scale

Career Identity Scale	
1	I feel committed to my career path.
2	I have a clear sense of who I am in my career.
3	I have a strong sense of belonging in my career.
4	I am confident about my career direction.
5	I feel sure about my career choice.
6	I often think about changing my career path. [R]
7	I sometimes regret my career choice. [R]
8	I wonder if another career would suit me better. [R]
9	I question whether my career is right for me. [R]
10	I feel stuck between different career options.
11	I feel uncertain about my career identity.
12	I haven't fully settled on a career identity yet.

3.4.3 Perceived Social Support Scale

The Multidimensional Scale of Perceived Social Support (MSPSS) was used to measure teachers' social support perception (Zimet et al., 1988). The scale measures an individual's subjective perception of social support from three key sources: family, friends, and significant others. The scale consist of 12 items and participants provide their agreement on the 5-point scale (1 = strongly disagree, 5 = strongly agree). Perceived social support is assessed by averaging the scores on all items, with higher scores indicating higher social support perception. So far, the Multidimensional Scale

of Perceived Social Support is widely used in clinical, counseling, and health psychology research. Specific items of the scale are presented in Table 3.3.

Table 3.3 Items in Perceived Social Support Scale

Multidimensional Scale of Perceived Social Support	
1	My family really tries to help me.
2	I get the emotional help and support I need from my family.
3	I can talk about my problems with my family.
4	My family is willing to help me make decisions.
5	My friends really try to help me.
6	I can count on my friends when things go wrong.
7	I have friends with whom I can share my joys and sorrows.
8	I can talk about my problems with my friends.
9	There is a special person who is around when I am in need.
10	There is a special person with whom I can share my joys and sorrows.
11	I have a special person who is a real source of comfort to me.
12	There is a special person in my life who cares about my feelings.

3.4.4 Psychological Resilience Scale

The 10-item Psychological Resilience Scale was used to measure participants' psychological resilience (Campbell-Sills & Stein, 2007). The Psychological Resilience Scale developed by Campbell-Sills and Stein (2007) is a revised version of the Connor-Davidson Resilience Scale (CD-RISC). It is designed to measure resilience as the ability to cope with stress and adversity while maintaining psychological well-being. For each item, participants need to give their agreement on the 5-point scale (1 = strongly disagree, 5 = strongly agree), with greater value indicating greater psychological resilience. So far, the scale has been widely used in clinical and research settings to assess adaptability, emotional regulation, and recovery from challenges. All items in the scale are provided in Table 3.4.

Table 3.4 Items in Psychological Resilience Scale

Psychological Resilience Scale	
1	I am able to adapt when changes occur.
2	I can deal with whatever comes my way.
3	I try to see the humorous side of problems.
4	Having to cope with stress makes me stronger.
5	I tend to bounce back after illness, injury, or hardship.
6	I believe I can achieve my goals despite obstacles.
7	I stay focused under pressure.
8	I am not easily discouraged by failure.
9	I think of myself as a strong person when dealing with challenges.
10	I am able to handle unpleasant or painful feelings.

3.5 Data Collection

This study collected data through both online and offline channels simultaneously. The offline data collection was conducted in a designated classroom. And online data collection was conducted via the Credamo (www.credamo.com), which is a popular professional online data collection platform in China-Mainland. When some participants were unable to attend the offline survey, they could choose to participate in the online questionnaire survey instead. All participants participated in the survey on a voluntary basis. If a participant was willing to participate in the study, he/she needed to sign the informed consent. Moreover, the participant must meet the following qualifications: 1) he/she should be at least 18 years old and below 65 years old; 2) he/she must have work experiences in the Ningyang No. 1 Middle School; and 3) his/her native language must be Chinese. No participant was excluded from data analysis. As a result, a cohort of 96 participants was included in the final data analysis.

3.6 Data Analysis

The data analysis of the study included three steps. All statistical analyses were conducted in SPSS. In the first step, the demographic characteristics of the sample were analyzed and presented. In the second step, the correlation analyses of variables were conducted and presented. In the third step, three linear regression equations were separately conducted to examine the effect of career identity, perceived social support and psychological resilience on teachers' subjective well-being.

3.7 Reliability and Validity Analysis of the Scale

3.7.1 Reliability analysis of the three scales

This study used SPSS to assess the reliability of all scales in the present study. In general, a Cronbach's alpha value of 0.70 or higher is generally considered acceptable, with values above 0.80 indicating good reliability and above 0.90 indicating excellent reliability. In this study, all reliability coefficients of the scales were larger than 0.80, demonstrating good reliability. Specific values are presented in Table 3.5.

Table 3.5 Reliability Analysis Results

Scale	Items	Cronbach's α
Subjective Well-being Scale	10	0.79
Career Identity Scale	12	0.88
Perceived Social Support Scale	12	0.85
Psychological Resilience Scale	10	0.80

3.7.2 Validity analysis of the three scales

This study employed Bartlett's test of sphericity and the KMO test to reasonably confirm the validity of the measurement items. Generally, a KMO value exceeding 0.9 indicates excellent suitability, a value of 0.8 indicates good suitability, a value of 0.7 indicates average suitability, a value of 0.6 indicates poor suitability, and a value below 0.5 indicates very poor suitability. The results showed that the KMO values for all scales exceed 0.8, indicating good suitability. Additionally, the significance level is 0.000, demonstrating significance at the 0.01 level. This further indicates that there are significant correlations among the data. Therefore, these scales passed Bartlett's

test of sphericity at the 0.01 level, confirming the validity of the measurement items.

Table 3.6 Validity Analysis Results

Scale	KMO value	The Sphericity Test of the Bartlett	
		χ^2	Significance
Subjective Well-being Scale	0.86	1752.42	<0.001
Career Identity Scale	0.87	2671.92	<0.001
Perceived Social Support Scale	0.85	1470.55	<0.001
Psychological Resilience Scale	0.91	2776.16	<0.001

Chapter 4 Findings and Discussion

4.1 Findings

4.1.1 Demographic Characteristics of Participants

Table 4.1 Demographic Analysis Results

Items	Category	Number of participants	Percentage (%)
Gender	Male	56	58.33
	Female	40	41.67
Educational Background	Below Bachelor's Degree	6	6.25
	Bachelor's Degree	70	72.92
Age	Master's Degree and above	20	20.83
	18-30 years old	33	34.38
Teaching subject	31-40 years old	29	30.20
	41-50 years old	30	31.25
Teaching subject	Over 51 years old	4	4.17
	Chinese	25	26.04
Teaching subject	Math	18	18.75
	English	17	17.71
Teaching subject	Physics	8	8.33
	Chemistry	9	9.38
Teaching subject	Biology	8	8.33
	Politics	9	9.38
School Administrators		2	2.08

No participant was dropped from the data analysis. As a result, a total of 96 participants were included in the final data analysis. Among them, 40 were female and 56 were male, which separately accounted for 41.67%, 58.33% of the total teachers.

Educational background: The majority of the teachers (96) participating in the study had a bachelor's degree, accounting for 72.92%. And twenty teachers had a master's degree, which accounts for 20.83%. The remaining 6 teachers had a junior

college degree.

Age composition: The majority of teachers were aged between 18-40 years, accounting for 64.58%. Teachers aged 31-40 and 41-50 accounted for **30.20%** and 31.25%, respectively, while those over 51 made up only 4.17%. This distribution aligns with the current age structure of the educational industry and reflects the age characteristics of the new generation of teachers in educational sector.

Teaching subject: 94 participants are the front-line teaching staff of the school, and 2 participants are school administrators. Among the front-line teachers, 60 taught core subjects (25 in Chinese, 18 in Mathematics, and 17 in English), and 34 taught specialized subjects (8 in Physics, 9 in Chemistry, 8 in Biology, and 9 in Politics). All the teachers who participated in the study are key teachers from Ningyang No.1 Middle School.

4.1.2 Correlation Analysis Results

The correlation analysis showed that there were significant correlations among variables. As shown in Table 4.2, there was a positive and significant correlation between career identity and subjective well-being, $r(94)= 0.37, p < 0.001$. subjective well-being was also significantly correlated with perceived social support and psychological resilience(due to non-normal distribution of these two variables, Spearman's rank correlation was used), $rs(94) = 0.42$, (Perceived Social Support) and 0.39 (Psychological Resilience) , respectively, $ps < 0.001$. Additionally, there was a positive and significant correlation between career identity and perceived social support, $r (94)= 0.43, p < 0.001$. The correlation between perceived social support and psychological resilience was also significant, $r(94) = 0.25, p < 0.01$.

Table 4.2 Correlation Analysis Results

	Career identity	Perceived social support	Psychological resilience	Subjective well-being
Career identity	1			
Perceived social support	0.43***	1		
Psychological resilience	0.35***	0.25**	1	
Subjective well-being	0.37***	0.42***	0.39***	1

Note. ** $p < 0.01$, ** $p < 0.001$.

4.1.3 Regression Analysis Results

To test whether career identity had a significant influence on teachers' subjective well-being, a hierarchical regression equation was conducted in which subjective well-being was regressed onto teachers' career identity. The results showed that, consistent with Hypothesis 1, career identity had a significant and positive influence on teachers' subjective well-being, $\beta = 0.37$, $t = 6.58$, $p < 0.001$.

To test whether perceived social support had a significant influence on teachers' subjective well-being, the study conducted a hierarchical regression equation, in which subjective well-being was regressed onto perceived social support. The results showed that, consistent with Hypothesis 2, perceived social support had a significant and positive influence on teachers' subjective well-being, $\beta = 0.42$, $t = 7.25$, $p < 0.001$.

To test whether psychological resilience had a significant influence on teachers' subjective well-being, a hierarchical regression equation was conducted in which subjective well-being was regressed onto job satisfaction. The results showed that, consistent with Hypothesis 3, psychological resilience had a significant and positive influence on teachers' subjective well-being, $\beta = 0.39$, $t = 6.91$, $p < 0.001$.

Table 4.3 Regression Analysis Results

Dependent variable	Independent variable	R^2	F value	β	t value	p value
Subjective well-being	Career identity	0.22	60.15	0.37	6.58	<0.001
	Perceived social support	0.23	63.11	0.42	7.25	<0.001
	Psychological resilience	0.21	61.22	0.39	6.91	<0.001

4.2 Discussion

4.2.1 The Influence of Career Identity on Teachers' Subjective Well-being

The present study extends previous research on teachers' subjective well-being (SWB) by specifically investigating the role of career identity—a construct that has received relatively limited attention in the broader SWB literature. It should be pointed out that previous research predominantly focused on how external factors e.g., job satisfaction or workplace stress (Kyriacou, 2001) influence individuals' subjective well-being. This study contributes to previous research by examining how internal psychological factors, like career identity, shape teachers' well-being. The results showed that teachers with a stronger sense of professional identity were more likely to experience a higher level of subjective well-being. This finding is similar to the work by Duffy and Dik (2013), which reveals that strong career identity enhances subjective well-being by fostering a sense of purpose and professional fulfillment. This study also provide empirical evidence for the self-determination theory (Ryan & Deci, 2000), which posits that autonomy and competence—key aspects of career identity—are critical for fostering subjective well-being. By linking career identity to subjective well-being, this study provides a more holistic understanding of the psychological mechanisms underlying teacher well-being.

It is worth mentioning that, this study builds upon previous findings that highlight the importance of internal resources in mitigating occupational challenges. For instance, prior research has shown that resilience and perceived social support buffer against burnout (Beltman et al., 2011), but less attention has been given to how career identity itself may serve as a protective factor. Prior work by Hong (2020) found that teachers with a strong career identity reported higher job engagement and lower emotional exhaustion, which finally enhance subjective well-being in an indirect way. By integrating career identity into the well-being framework, this study bridges a gap in the literature concerning subjective well-being, suggesting that fostering professional identity could be as crucial as reducing stressors in promoting teacher well-being. Based on this finding, future research can attempt to further explore interventions—such as professional development programs—that strengthen career identity to enhance long-term subjective well-being of teachers.

4.2.2 The Influence of Perceived Social Support on Teachers' Subjective Well-being

This study also found that those teachers with higher social support perception were more likely to perceive greater subjective well-being. This finding extends previous research on teachers' subjective well-being by highlighting the role of perceived social support, a crucial factor in enhancing teachers' subjective well-being. As discussed in the above section, prior studies concerning subjective well-being pay

much attention to some external stressors, such as workload or classroom challenges (Kyriacou, 2001). And some studies pay attention to the role of internal psychological factors like self-efficacy (Skaalvik & Skaalvik, 2014). Beyond prior literature, this study shifts focus to the buffering role of social support in mitigating stress and enhancing subjective well-being. Consistent with our finding, empirical research consistently shows that teachers who perceive strong social support—from colleagues, administrators, or family—report lower burnout and higher job satisfaction (Bakker & Demerouti, 2017). On a broad level, such findings align with the Job Demands-Resources (JD-R) model, which posits that social support acts as a key resource that counteracts job demands (Demerouti et al., 2001). By examining the effect of perceived social support on teachers' subjective well-being, this study provides a nuanced understanding of how relational and institutional support systems contribute to teacher well-being.

4.2.3 The Influence of Psychological Resilience on Teachers' Subjective Well-being

The present study found that teachers with greater psychological resilience are more likely to experience a higher level of subjective well-being. While prior studies have established the detrimental effects of stress and burnout on teacher well-being (Maslach & Leiter, 2016), this study shifts the focus to protective factors that enable teachers to thrive despite challenges. About the mechanism underlying the effect of psychological resilience on subjective well-being, past empirical research suggests that resilience can enhance subjective well-being by fostering adaptive coping strategies, emotional regulation, and persistence in difficult situations (Mansfield et al., 2016). For instance, by conducting a questionnaire survey, Beltman et al. (2011) found that resilient teachers tended to report higher job satisfaction and lower emotional exhaustion, even in high-pressure environments. By examining resilience as a modifiable trait rather than a fixed characteristic, this study contributes to the growing literature on positive psychology in education, highlighting how personal strengths can buffer against occupational stressors and promote sustained well-being.

It should be pointed out that this study did not investigate the mechanism through which psychological resilience affects teachers' subjective well-being. However, prior literature can provide some insights about this issue, which suggests that psychological resilience can influence subjective well-being via cognitive reframing and proactive problem-solving. However, noteworthy, previous studies have often treated resilience as a broad construct; and this research explores its

specific dimensions—such as self-efficacy, optimism, and adaptability—and their differential effects on well-being (Howard & Johnson, 2004). Past research indicates that teachers with higher self-efficacy (a resilience-related trait) experience greater SWB because they perceive challenges as manageable rather than overwhelming (Tschannen-Moran & Hoy, 2001). Additionally, in a longitudinal study by Gu and Day (2013) found that resilient teachers maintained higher well-being over time, suggesting that resilience training could be a viable intervention. By bridging resilience theory with practical applications, this study provides insights for teacher development programs aimed at fostering psychological resilience to enhance subjective well-being.



Chapter 5 Conclusion and Recommendation

5.1 Conclusion

By conducting a questionnaire survey, this study examined the influence of career identity, perceived social support and psychological resilience on teachers' subjective well-being. The results showed that, teachers with greater career identity were more likely to experience greater subjective well-being. Career identity highlights the alignment with and commitment to their profession, which has been considered to be a key psychological determinant of teachers' well-being. While previous studies have broadly examined well-being in relation to job satisfaction (Judge & Kammeyer-Mueller, 2012) or workplace conditions (Skaalvik & Skaalvik, 2011), this study contributes to this field by empirically testing how a strong career identity acts as an internal resource that enhances teachers' subjective well-being. On a broad level, this study bridges a gap in the literature by highlighting how professional self-concept—rather than merely job characteristics—plays a critical role in sustaining well-being in high-stress occupations like teaching.

This study also found that perceived social support had a significant and positive impact on teachers' subjective well-being. This finding extends prior research on subjective well-being by shifting the focus from individual psychological factors (e.g., self-efficacy, resilience) and external work conditions (e.g., workload, salary) to the critical yet underexplored role of perceived social support. *While previous studies have linked well-being to general workplace relationships (e.g., Spilt et al., 2011) or organizational climate (Ehrhart & Kuenzi, 2017),* this investigation extends prior literature by empirically differentiating perceived support from received support, emphasizing how teachers' belief in the availability of aid (rather than its actual frequency) buffers stress and enhances subjective well-being. By integrating social support theory (Cohen & Wills, 1985), this finding also challenges the assumption that structural workplace changes alone improve well-being, instead highlighting the need for interventions that strengthen teachers' sense of belonging and relational security.

Finally, this study found that teachers with a higher level of psychological resilience were more likely to experience greater subjective well-being. This finding emphasizes that how teachers' capacity to adapt to adversity enhances their emotional well-being. While previous studies have established links between well-being and

external resources like collegial relationships (Spilt et al., 2011) or job autonomy (Skaalvik & Skaalvik, 2014), this study makes a contribution by empirically examining resilience as a dynamic, trainable trait that mediates the impact of stressors (e.g., classroom challenges, administrative demands) on subjective well-being. Grounded in the broaden-and-build theory (Fredrickson, 2001), the study demonstrates that resilience not only buffers against burnout but also facilitates positive emotions, thus enabling teachers to recover from setbacks and sustain motivation (Hobfoll, 1989). This finding offers a novel lens for well-being interventions, suggesting that fostering resilience (e.g., through mindfulness training, cognitive reappraisal) may be as critical as improving workplace conditions.

5.2 Recommendation

According to the findings, one key strategy to enhance teachers' subjective well-being is fostering a strong career identity through targeted professional development. Workshops on teacher self-efficacy, reflective practice, and career growth opportunities can help teachers align their personal values with their professional roles (Day & Gu, 2009). Mentorship programs pairing novice teachers with experienced mentors can also reinforce career commitment and reduce burnout (Hobson et al., 2009). Additionally, schools should promote collaborative decision-making and allow teachers to feel valued in shaping educational policies, which can strengthen their professional identity and job satisfaction (Ingersoll & Strong, 2011).

Enhancing perceived social support is another critical strategy for improving teachers' well-being. Schools can facilitate peer-support networks, such as professional learning communities (PLCs), where teachers share experiences and resources (Vescio et al., 2008). Administrators should prioritize regular check-ins and constructive feedback to foster trust and collegiality (Spilt et al., 2011). Beyond the workplace, family and community engagement programs can help teachers feel socially affirmed, reducing emotional exhaustion (Maslach & Leiter, 2016). Digital platforms, such as online teacher forums, may also provide accessible avenues for support, especially in isolated or under-resourced settings (Kelly et al., 2020).

To bolster psychological resilience, schools should implement well-being interventions such as mindfulness training, stress-management workshops, and cognitive-behavioral techniques (Jennings & Greenberg, 2009). Programs like Mindfulness-Based Stress Reduction (MBSR) have been shown to can reduce teacher

burnout and increase emotional regulation (Flook et al., 2013). Additionally, teachers can balance their work and life through flexible scheduling and reduced administrative burdens, which can reduce chronic stress (Skaalvik & Skaalvik, 2018). Overall, resilience-building should be institutionalized—through well-being policies rather than individual efforts—to create a sustainable culture of mental health support (Duckworth et al., 2009).

5.3 Future Study

One key limitation of this study is its reliance on self-reported questionnaire data, which may introduce biases such as social desirability or common method variance. For example, teachers might intentionally report positive traits like career identity or psychological resilience to present themselves favorably, which potentially skews the results. Additionally, the cross-sectional design of the study also limits the ability to establish causal relationships between variables. For instance, while perceived social support may enhance subjective well-being, it is also possible that happier teachers perceive greater support, or both.

Additionally, a small sample size of the study is another potential limitation, which may pose a threat on the generalizability of the results. If the survey only includes teachers from specific regions, school types, or cultural backgrounds, the findings may not apply to broader populations. Factors like socioeconomic status, school climate, or workload variations could influence career identity and well-being differently across contexts.

Given the above considerations, future work should adopt longitudinal or experimental designs to better assess causality among variables, such as tracking teachers' well-being over time amid interventions (e.g., resilience training). Additionally, mixed-methods approaches combining surveys with in-depth interviews would increase the reliability and robustness of findings. Comparative studies across cultures or educational systems could further clarify how external factors shape the interplay among career identity, support, and well-being. Addressing these gaps would significantly enhance both theoretical and practical applications for teacher well-being initiatives.

References

Ajzen, I. (1985). From intentions to action: A theory of planned behavior. In J. Kuhl & J. Beckman (Eds.), *Action control: From cognitions to behaviors* (pp. 11-39). New York, NY: Springer.

Ajzen, I. (1988). *Attitudes, personality and behaviour*. Milton Keynes, UK: Open University Press.

Ajzen, I. (1991). The theory of planned behavior. *Organizational Behavior and Human Decision Processes*, 50, 179-211.

Ajzen, I., & Fishbein, M. (1980). *Understanding attitudes and predicting social behavior*. Englewood Cliffs, NJ: Prentice-Hall.

Argyris, C., & Schön, D. A. (1978). *Organizational Learning: A Theory of Action Perspective*. Addison-Wesley.

Bakker, A. B., & Demerouti, E. (2017). Job demands-resources theory: Taking stock and looking forward. *Journal of Occupational Health Psychology*, 22(3), 273-285.

Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: Freeman.

Barney, J. (1991). Firm Resources and Sustained Competitive Advantage. *Journal of Management*, 17(1), 99-120.

Beltman, S., Mansfield, C. F., & Price, A. (2011). *Teaching and Teacher Education*, 27(1), 206-217.

Bhawuk, D. P. S., Landis, D., & Lo, K. D. (2006). Acculturation and intercultural training: An integrated theoretical framework. In D. Sam, & J. Berry (Eds.). *Cambridge handbook of acculturation* (pp. 504-524). Cambridge: Cambridge University Press.

Brockner, J., Ackerman, G., Greenberg, J., Gelfand, M. J., Francesco, A. M., Chen, Z. X., ... Shapiro, D. (2001). Culture and procedural justice: The influence of power distance on reactions to voice. *Journal of Experimental Social Psychology*, 37(4), 300-315.

Burris, E. R., Detert, J. R., & Chiaburu, D. S. (2008). Quitting before leaving: The mediating effects of psychological attachment and detachment on voice. *Journal of Applied Psychology*, 93(4), 912-922.

Cameron, K. S., & Quinn, R. E. (2011). Diagnosing and Changing Organizational Culture: *Based on the Competing Values Framework* (3rd ed.). Jossey-Bass.

Campbell-Sills, L., & Stein, M. B. (2007). Psychometric properties of the 10-item Connor-Davidson Resilience Scale (CD-RISC-10) in psychiatric patients. *Journal of Psychiatric Research*, 41(10–11), 929–934.

Chen, J., & Lee, J. C.-K. (2022). Teacher resilience matters: A buffering and boosting effect between job driving factors and their well-being and job performance. *Teachers and Teaching: Theory and Practice*, 28(7), 890–907.

Chen, L., & Wei, Q. (2024). Beyond student achievements: How inadequate mental health support and societal undervaluation erode rural and urban teachers' subjective well-being. *International Journal of Mental Health Promotion*, 26(1), 78–95.

Chen, Y., & Wei, M. (2024). Structural factors influencing teachers' subjective well-being in China: Mental health support, societal valuation, and work-life balance. *Journal of Educational Psychology*, 116(2), 345–362.

Cohen, S., & Wills, T. A. (1985). Stress, social support, and the buffering hypothesis. *Psychological Bulletin*, 98(2), 310–357.

Connor, K. M., & Davidson, J. R. T. (2003). Development of a new resilience scale: The Connor-Davidson Resilience Scale (CD-RISC). *Depression and Anxiety*, 18(2), 76–82.

Creed, P. A., & Hood, M. (2015). The Career Identity Scale: Development and validation with adolescent and young adult samples. *Journal of Career Development*, 42(3), 245–263.

Day, C., & Gu, Q. (2019). Teacher professional identity, stress coping, and work-life balance: A longitudinal study of primary and secondary school educators. *Teaching and Teacher Education*, 82, 214–225.

Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. Plenum.

Deci, E. L., & Ryan, R. M. (2000). The "what" and "why" of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry*, 11(4), 227–268.

Demerouti, E., Bakker, A. B., Nachreiner, F., & Schaufeli, W. B. (2001). The job demands–resources model of burnout. *Journal of Applied Psychology*, 86(3), 499–512.

Detert, J. R., & Burris, E. R. (2007). Leadership behavior and employee voice: Is the door really open? *Academy of Management Journal*, 50(4), 869-884.

Detert, J. R., & Edmondson, A. C. (2011). Implicit voice theories: Taken-for-granted rules of self-censorship at work. *Academy of Management Journal*, 54(3), 461-488.

Detert, J. R., & Treviño, L. K. (2010). Speaking up to higher-ups: How supervisors and skip-level leaders influence employee voice. *Organization Science*, 21(1), 249-270.

Diener, E. (1984). Subjective well-being. *Psychological Bulletin*, 95(3), 542–575.

Diener, E., & Seligman, M. E. P. (2004). Beyond money: Toward an economy of well-being. *Psychological Science in the Public Interest*, 5(1), 1–31.

Diener, E., Emmons, R. A., Larsen, R. J., & Griffin, S. (1985). The Satisfaction With Life Scale. *Journal of Personality and Social Psychology*, 49(1), 71–75.

Diener, E., Suh, E. M., Lucas, R. E., & Smith, H. L. (1999). Subjective well-being: Three decades of progress. *Psychological Bulletin*, 125(2), 276–302.

Dirks, K. T., & Ferrin, D. L. (2002). Trust in leadership: Meta-analytic findings and implications for research and practice. *Journal of Applied Psychology*, 87(4), 611-628.

Duffy, R. D., & Dik, B. J. (2013). *Journal of Career Assessment*, 21(2), 259-271.

Edmondson, A. C. (1999). Psychological safety and learning behavior in work teams. *Administrative Science Quarterly*, 44(2), 350-383.

Ehrhart, M. G., & Kuenzi, M. (2017). The impact of organizational climate and

culture on employee turnover. *The Wiley Blackwell Handbook of the Psychology of Recruitment, Selection and Employee Retention*, 403–426.

Eisenberger, R., Huntington, R., Hutchison, S., & Sowa, D. (1986). Perceived organizational support. *Journal of Applied Psychology*, 71(3), 500-507.

Fletcher, D., & Sarkar, M. (2013). Psychological resilience: A review and critique of definitions, concepts, and theory. *European Psychologist*, 18(1), 12–23.

Flook, L., Goldberg, S. B., Pinger, L., Bonus, K., & Davidson, R. J. (2013). Mindfulness for teachers: A pilot study to assess effects on stress, burnout, and teaching efficacy. *Mind, Brain, and Education*, 7(3), 182–195.

Fredrickson, B. L. (2001). The role of positive emotions in positive psychology: The broaden-and-build theory of positive emotions. *American Psychologist*, 56(3), 218–226.

Grant, A. M., Gino, F., & Hofmann, D. A. (2011). Reversing the extraverted leadership advantage: The role of employee proactivity. *Academy of Management Journal*, 54(3), 528-550.

Gu, Q., & Day, C. (2013). *Teaching and Teacher Education*, 29, 1-12.

Guo, Y., Zhu, Y., & Zhang, L. (2022). Inclusive leadership, leader identification and employee voice behavior: The moderating role of power distance. *Current Psychology*, 41(3), 1301-1310.

Hakanen, J. J., Bakker, A. B., & Schaufeli, W. B. (2006). Burnout and work engagement among teachers. *Journal of School Psychology*, 43(6), 495–513.

Harter, J. K., Schmidt, F. L., & Hayes, T. L. (2002). Business-unit-level relationship between employee satisfaction, employee engagement, and business outcomes: A meta-analysis. *Journal of Applied Psychology*, 87(2), 268-279.

Hirschi, A., Herrmann, A., & Keller, A. C. (2021). Career identity and subjective career success: A meta-analysis. *Journal of Vocational Behavior*, 125, 103538.

Hobfoll, S. E. (1989). Conservation of resources: A new attempt at conceptualizing stress. *American Psychologist*, 44(3), 513–524.

Hofstede, G. (1980). *Culture's consequences: International differences in work-related values*. Sage, Beverly Hills, CA.

Hofstede, G., Hofstede, G. J., & Minkov, M. (2010). *Cultures and Organizations: Software of the Mind (3rd ed.)*. McGraw-Hill.

Hong, Y. (2010). The mediating role of career identity in the relationship between external pressures and teachers' subjective well-being. *Journal of Educational Administration*, 48(3), 356–375.

Howard, S., & Johnson, B. (2004). *British Journal of Educational Psychology*, 74(3), 357-371.

Hsiung, H. H., & Tsai, W. C. (2017). The joint moderating effects of activated negative moods and group voice climate on the relationship between power distance orientation and employee voice behavior. *Applied Psychology*, 66(3), 487-514.

Javidan, M., House, R. J., Dorfman, P. W., Hanges, P. J., & Sully de Luque, M. (2006). Conceptualizing and measuring cultures and their consequences: a comparative review of GLOBE's and Hofstede's approaches. *Journal of international business studies*, 37, 897-914.

Jennings, P. A., & Greenberg, M. T. (2009). The prosocial classroom: Teacher social and emotional competence in relation to student and classroom outcomes. *Review of Educational Research*, 79(1), 491–525.

Johnson, S., et al. (2012). *Educational Psychology*, 32(4), 449-466.

Judge, T. A., & Kammeyer-Mueller, J. D. (2012). Job Attitudes. *Annual Review of Psychology*, 63, 341–367.

Kalisch, E. M., Müller, B., & Tüscher, O. (2017). Resilience and mental health: A meta-analysis of longitudinal studies. *BMC Psychiatry*, 17(1), 32.

Kelly, N., Clarà, M., Kehrwald, B. A., & Danaher, P. A. (2020). Critical online learning networks of teachers: Communal and collegiality as contingent elements. In A. Simpson & F. Dervin (Eds.), *The meaning of criticality in education research: Reflecting on critical pedagogy* (pp. 101–126). Palgrave Macmillan.

Klassen, R. M., & Chiu, M. M. (2010). Teachers' self-efficacy, personality, and teaching effectiveness: A meta-analysis. *Educational Psychology Review*, 22(2),

125–148.

Klassen, R. M., Perry, N. E., & Frenzel, A. C. (2012). Teachers' relatedness with students: An underemphasized component of teachers' basic psychological needs. *Journal of Educational Psychology, 104*(1), 150–165.

Kyriacou, C. (2001). *Educational Review, 53*(1), 27-35.

Lakey, B., & Cohen, S. (2000). Social support, negative social interaction, and psychological well-being. *Journal of Social and Clinical Psychology, 19*(5), 456–475.

Lakey, B., & Cronin, L. (2008). Social support as a time-limited resource: Buffering work stress and enhancing subjective well-being. *Journal of Social and Clinical Psychology, 27*(8), 859–885.

LePine, J. A., & Van Dyne, L. (1998). Predicting voice behavior in work groups. *Journal of Applied Psychology, 83*(6), 853-868.

LePine, J. A., & Van Dyne, L. (2001). Voice and cooperative behavior as contrasting forms of contextual performance: Evidence of differential relationships with big five personality characteristics and cognitive ability. *Journal of Applied Psychology, 86*(2), 326-336.

Li, C., Zhao, Y., Chen, M., & Liu, S. (2021). Challenges faced by rural teachers in China: A comparative study of resource access, salary levels, and professional growth prospects with urban counterparts. *International Journal of Educational Development, 82*, 102489.

Li, J., Zhang, H., & Wang, L. (2021). Urban-rural disparities in Chinese education: Resource allocation, salary gaps, and career development opportunities for rural middle school teachers. *Journal of Rural Studies, 85*, 213–225.

Lian, H., Ferris, D. L., & Brown, D. J. (2012). Does power distance exacerbate or mitigate the effects of abusive supervision? It depends on the outcome. *Journal of Applied Psychology, 97*(1), 107 – 123.

Liang, J. (2014). Ethical Leadership and Employee Voice: Examining a Moderated-Mediation Model. *Acta Psychologica Sinica, 46*(2), 252–264.

Liu, M., & Wang, J. (2022). Parent and school leader pressure as mediators between

exam-oriented education and teacher emotional exhaustion: An empirical study in Chinese middle schools. *International Journal of School Psychology*, 43(2), 156–172.

Liu, W., Song, Z., Li, X., & Liao, Z. (2017). Why and when leaders' affective states influence employee upward voice. *Academy of Management Journal*, 60(1), 238 – 263.

Liu, W., Zhu, R., & Yang, Y. (2010). I warn you because I like you: Voice behavior, employee identifications, and transformational leadership. *The leadership quarterly*, 21(1), 189–202.

Liu, X., & Wang, Y. (2022). The impact of rigid performance evaluation and multi-source pressure on middle school teachers' emotional exhaustion in China's exam-oriented education system. *Journal of Educational Psychology and Counseling*, 12(3), 89–105.

Mansfield, C. F., et al. (2016). *Educational Psychology Review*, 28(4), 771-801.

Maslach, C., & Leiter, M. P. (2016). *Burnout Research*, 3(1), 1-11.

Masten, A. S. (2001). Ordinary magic: Resilience processes in development. *American Psychologist*, 56(3), 227 – 238.

Miceli, M. P., Near, J. P., & Dworkin, T. M. (2008). *Whistle-blowing in organizations*. Psychology Press.

Milliken, F. J., Morrison, E. W., & Hewlin, P. F. (2003). An exploratory study of employee silence: Issues that employees don't communicate upward and why. *Journal of management studies*, 40(6), 1453–1476.

Morrison, E. W. (2011). Employee voice behavior: Integration and directions for future research. *Academy of Management annals*, 5(1), 373-412.

Morrison, E. W. (2014). Employee voice and silence. *Annual Review Organizational Psychology and Organizational Behavior*, 1(1), 173–197.

Morrison, E. W., & Milliken, F. J. (2000). Organizational silence: A barrier to change and development in a pluralistic world. *Academy of Management Review*, 25(4), 706-725.

Morrison, E. W., Wheeler-Smith, S. L., & Kamdar, D. (2011). Speaking up in groups:

a cross-level study of group voice climate and voice. *Journal of Applied Psychology*, 96(1), 183-191.

Ng, K. Y., & Van Dyne, L. (2001). Individualism-collectivism as a boundary condition for effectiveness of minority influence in decision making. *Organizational Behavior and Human Decision Processes*, 84(2), 198–225.

Ng, T. W., & Feldman, D. C. (2012). Employee voice behavior: A meta - analytic test of the conservation of resources framework. *Journal of Organizational behavior*, 33(2), 216-234.

Rhoades, L., & Eisenberger, R. (2002). Perceived organizational support: A review of the literature. *Journal of Applied Psychology*, 87(4), 698-714.

Ryan, R. M., & Deci, E. L. (2000). *American Psychologist*, 55(1), 68-78.

Ryan, R. M., & Deci, E. L. (2017). *Self-determination theory: Basic psychological needs in motivation, development, and wellness*. Guilford Press.

Salancik, G. R., & Pfeffer, J. (1978). A social information processing approach to job attitudes and task design. *Administrative science quarterly*, 23(2) 224–253.

Schwarze, J. A., & Hallum, A. R. (2008). Perceived social support from colleagues, administrators, students, and community: Associations with teacher burnout, mental health, and job satisfaction. *Journal of School Health*, 78(9), 489–496.

Skaalvik, E. M., & Skaalvik, S. (2011). Teacher self-efficacy and teacher well-being: The mediating role of perceived stress. *British Journal of Educational Psychology*, 81(2), 219–238.

Skaalvik, E. M., & Skaalvik, S. (2014). Teacher self-efficacy and perceived autonomy: Relations with teacher engagement, job satisfaction, and emotional exhaustion. *Psychological Reports*, 114(1), 68–77.

Skaalvik, E. M., & Skaalvik, S. (2017). Still motivated to teach? A study of school context variables, stress and job satisfaction among teachers in senior high school. *Social Psychology of Education*, 20(1), 15–37.

Smith, J. D., Brown, K. M., & Williams, L. A. (2021). Psychological resilience and social support as predictors of individuals' subjective well-being. *Journal of Positive Psychology*, 16(3), 389–402.

Spilt, J. L., Koomen, H. M. Y., & Thijs, J. T. (2011). Teacher–student relationships and teacher burnout. *Journal of Educational Psychology, 103*(3), 668–678.

Tajfel, H., & Turner, J. C. (1979). An integrative theory of intergroup conflict. In W. G. Austin & S. Worchel (Eds.), *The social psychology of intergroup relations* (pp. 33–47).

Tangirala, S., & Ramanujam, R. (2008). Employee silence on critical work issues: The cross-level effects of procedural justice climate. *Personnel Psychology, 61*(1), 37-68.

Tangirala, S., & Ramanujam, R. (2008). Exploring nonlinearity in employee voice: The effects of personal control and organizational identification. *Academy of Management Journal, 51*(6), 1189–1203.

Tangirala, S., & Ramanujam, R. (2012). Ask and you shall hear (but not always): Examining the relationship between manager consultation and employee voice. *Personnel Psychology, 65*(2), 251-282.

Tschannen-Moran, M., & Hoy, A. W. (2001). *Teaching and Teacher Education, 17*(7), 783-805.

Turnley, W. H., & Feldman, D. C. (1999). The impact of psychological contract violations on exit, voice, loyalty, and neglect. *Human relations, 52*(7), 895–922.

Van den Broeck, A., Ferris, D. L., Chang, C.-H., & Rosen, C. C. (2016). A review of self-determination theory's basic psychological needs at work. *Journal of Management, 42*(4), 1195–1229.

Van Dyne, L., & LePine, J. A. (1998). Helping and voice extra-role behaviors: Evidence of construct and predictive validity. *Academy of Management journal, 41*(1), 108-119.

Vescio, V. A., Ross, D., & Adams, A. (2008). A review of research on the impact of professional learning communities on teaching practice and student learning. *Teaching and Teacher Education, 24*(1), 80–91.

Walumbwa, F. O., Hartnell, C. A., & Oke, A. (2010). Servant leadership, procedural justice climate, service climate, employee attitudes, and organizational citizenship behavior: A cross-level investigation. *Journal of Applied Psychology, 95*(1), 103–116.

95(3), 517-529.

Wei, X., Zhang, Z. X., & Chen, X. P. (2015). I will speak up if my voice is socially desirable: A moderated mediating process of promotive versus prohibitive voice. *Journal of Applied Psychology, 100*(5), 1641–1652.

Weiss, M., & Morrison, E. W. (2019). Speaking up and moving up: How voice can enhance employees' social status. *Journal of Organizational Behavior, 40*(1), 5–19.

Yang, J., Mossholder, K. W., & Peng, T. K. (2007). Procedural justice climate and group power distance: an examination of cross-level interaction effects. *Journal of Applied Psychology, 92*(3), 681–692.

Zhang, L. (2023). The impact of the Double Reduction Policy on school education. *BCP Business & Management, 41*, 236–240.

Zhang, Q., Li, K., Zhao, W., Lu, C., & Hu, Z. (2023). The dilemma and confusion of primary and secondary school teachers under the "Double Reduction" policy and solutions. *International Journal of Education and Humanities, 7*(2), 69–73.

Zimet, G. D., Dahlem, N. W., Zimet, S. G., & Farley, G. K. (1988). The Multidimensional Scale of Perceived Social Support. *Journal of Personality Assessment, 52*(1), 30 – 41.

Zimet, G. D., Dahlem, N. W., Zimet, S. G., & Farley, G. K. (1988). The Multidimensional Scale of Perceived Social Support. *Journal of Personality Assessment, 52*(1), 30–41.

Appendix

Welcome to participate in this survey. This survey aims to assess the career development and mental health status of teachers. And the data obtained from this assessment will be entirely used for academic purposes. So, please feel free to answer all questions. Thank you for your participation.

Section I

Instruction: There are 10 descriptions about subjective well-being in the following section. Please read each description and indicate to what extent you agree with such descriptions on the 5-point scale (1 = strongly disagree, 5 = strongly agree).

Items		Strongly disagree				Strongly agree
1	In most ways, my life is close to my ideal.	1	2	3	4	5
2	The conditions of my life are excellent.	1	2	3	4	5
3	I am satisfied with my life.	1	2	3	4	5
4	So far, I have gotten the important things I want in life.	1	2	3	4	5
5	If I could live my life over, I would change almost nothing.	1	2	3	4	5
6	During the past month, how often did you feel happy.	1	2	3	4	5
7	During the past month, how often did you feel joyful.	1	2	3	4	5
8	During the past month, how often did you feel content.	1	2	3	4	5
9	During the past month, how often did you feel sad.	1	2	3	4	5
10	During the past month, how often did you feel anxious.	1	2	3	4	5

Section II

Instruction: There are 12 descriptions about career identity in the following section. Please read each description and indicate to what extent you agree with such descriptions on the 5-point scale (1 = strongly disagree, 5 = strongly agree).

	Items	Strongly disagree				Strongly agree
1	I feel committed to my career path.	1	2	3	4	5
2	I have a clear sense of who I am in my career.	1	2	3	4	5
3	I have a strong sense of belonging in my career.	1	2	3	4	5
4	I am confident about my career direction.	1	2	3	4	5
5	I feel sure about my career choice.	1	2	3	4	5
6	I often think about changing my career path. [R]	1	2	3	4	5
7	I sometimes regret my career choice. [R]	1	2	3	4	5
8	I wonder if another career would suit me better. [R]	1	2	3	4	5
9	I question whether my career is right for me. [R]	1	2	3	4	5
10	I feel stuck between different career options.	1	2	3	4	5
11	I feel uncertain about my career identity.	1	2	3	4	5
12	I haven't fully settled on a career identity yet.	1	2	3	4	5

Section III

Instruction: There are 12 descriptions about perceived social support in the following section. Please read each description and indicate to what extent you agree with such descriptions on the 5-point scale (1 = strongly disagree, 5 = strongly agree).

Items		Strongly disagree				Strongly agree
1	My family really tries to help me.	1	2	3	4	5
2	I get the emotional help and support I need from my family.	1	2	3	4	5
3	I can talk about my problems with my family.	1	2	3	4	5
4	My family is willing to help me make decisions.	1	2	3	4	5
5	My friends really try to help me.	1	2	3	4	5
6	I can count on my friends when things go wrong.	1	2	3	4	5
7	I have friends with whom I can share my joys and sorrows.	1	2	3	4	5
8	I can talk about my problems with my friends.	1	2	3	4	5
9	There is a special person who is around when I am in need.	1	2	3	4	5
10	There is a special person with whom I can share my joys and sorrows.	1	2	3	4	5
11	I have a special person who is a real source of comfort to me.	1	2	3	4	5
12	There is a special person in my life who cares about my feelings.	1	2	3	4	5

Section IV

Instruction: There are 12 descriptions about psychological resilience in the following section. Please read each description and indicate to what extent you agree with such descriptions on the 5-point scale (1 = strongly disagree, 5 = strongly agree).

Items		Strongly disagree				Strongly agree
1	I am able to adapt when changes occur.	1	2	3	4	5
2	I can deal with whatever comes my way.	1	2	3	4	5
3	I try to see the humorous side of problems.	1	2	3	4	5
4	Having to cope with stress makes me stronger.	1	2	3	4	5
5	I tend to bounce back after illness, injury, or hardship.	1	2	3	4	5
6	I believe I can achieve my goals despite obstacles.	1	2	3	4	5
7	I stay focused under pressure.	1	2	3	4	5
8	I am not easily discouraged by failure.	1	2	3	4	5
9	I think of myself as a strong person when dealing with challenges.	1	2	3	4	5
10	I am able to handle unpleasant or painful feelings.	1	2	3	4	5

Section V

Instruction: The following are some necessary demographic information for this survey. Please answer truthfully.

1 Your birth year _____, your birth month _____.

2 Your gender: A.male B.female

3 Your teaching subject: _____.

4 Your working year is _____.

5 Your educational degree is _____.

A.Primary school B.Junior high school C.Senior high school
D.Junior college E.Bachelor F.Master G.Doctor