

An Empirical Study on the Subjective Well-Being of China Local University Instructors

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Abstract. In order to understand the current situation of subjective well-being of local university instructors, analyze the differences in demographic variables of subjective well-being of university instructors, and provide a basis for the psychological health education work of local university instructors. A subjective well-being questionnaire was used to survey 598 university instructors from 5 local undergraduate colleges in Hunan Province, China. It was found that the subjective well-being of local college instructors is at a moderate level. There is no significant difference in gender, age, or marital status. But there are significant differences in professional titles and income. Propose to establish an effective social support network and pay attention to the development of instructors of different ages; Suggestions for improving the salary level of instructors and establishing a scientific, fair, and reasonable salary and welfare system.

Keywords. Local universities, subjective well-being of lectures, Empirical Study

1. Introduction

Happiness is the eternal theme of humanity. The subjective well-being of instructors is an important factor in measuring their psychological state and quality of life. Research has shown that the subjective well-being of instructors is significantly positively correlated with their mental health level[1]. The role and responsibility of instructors vary due to changes in social structure and parent-student image, new methods in the field of educational science, laws and regulations, and advances in science and technology. The social, economic, and political development that challenges traditional educational methods undoubtedly has an impact on instructor education plans. [2] Local universities have a relatively short establishment time, and there are problems such as inaccurate positioning, lack of educational content, and weak educational foundation. In

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order to gain social recognition and meet social needs, it is urgent to achieve a leap in educational levels in a short period of time. This puts enormous pressure and challenges on local university instructors, leading to a decline in their quality of life and a decrease in the sense of happiness they experience.

The research on the subjective well-being of Chinese university instructors mostly focuses on the general sense of university instructors [3-4]. In addition, researchers have conducted research on the subjective well-being of young university instructors, research-oriented university instructors, university physical education instructors, university counselors, and retired university instructors from a relatively micro perspective[5]. However, research on the subjective well-being of local university instructors is very limited.

Therefore, understanding the current situation of subjective well-being of local college instructors, analyzing the factors that affect their subjective well-being, and proposing suggestions to improve their subjective well-being are of great significance for promoting the psychological health of local college instructors, improving their work performance, building and managing the teaching staff, and improving the quality of education and teaching.

2. Literature review

2.1 Subjective well-being

The study of Subjective Well Being (SWB) has been widely studied since its rise in the United States in the 1950s. (1) There are studies on the definition, such as Diener (1999)[6] that happiness is the cognitive evaluation and emotional experience of the individual's life. It includes life satisfaction and happy emotions and unhappy emotions. (2) Regarding the research on influencing factors, scholars mainly focus on the following aspects: personality traits, mental health, social support, economic status, etc. [7-11]. (3) There is research on intervention measures. Researchers have proposed measures such as mindfulness training, music technology, and social and economic support [12-15].

2.2 Subjective well-being of instructors

Since the 1990s, instructor well-being has gradually become a research field of concern, presenting a situation of multi country and multi-level research. The research perspective ranges from educational research to interdisciplinary research; The research subjects include primary, secondary, and preschool instructors, and the research content includes research on influencing factors and improvement paths. [16-18].

Chinese scholars Xin Sufei et al. [19] conducted a cross-sectional meta-analysis of 51 research reports (including 13600 instructors) measuring subjective well-being of instructors using the Global Happiness Scale (GWB) from 2002 to 2019. Research has found that: (1) the average subjective well-being of instructors is significantly negatively correlated with age, indicating that the subjective well-being of Chinese instructors is decreasing year by year. (2) The changes in eight macro social indicators from three aspects: socio-economic conditions (household consumption level, housing prices, elderly dependency ratio, and education funding), social connections (family size, divorce rate, and urbanization level), and social threats (crime rate) can significantly predict the decline in instructor subjective well-being. (3) The subjective well-being of

primary and secondary school instructors has shown a more significant decline over time, with their subjective well-being scores significantly lower than those of university instructors.

2.3 Current research and hypotheses

The issue of instructor well-being has attracted the attention of many researchers in various fields, but there have been significant differences in research results. Moreover, research on local university instructors in these studies is limited. Therefore, this study attempts to study the subjective well-being of local university instructors, exploring the level of their subjective well-being and whether there are significant differences in their subjective well-being in terms of gender, age, marriage, professional title, and economic income. The following assumptions are proposed:

Hypothesis 1 (H1): subjective well-being of instructors in local universities is at a moderate level;

Hypothesis 2 (H2): subjective well-being of instructors in local universities differs significantly in gender;

Hypothesis 3 (H3): subjective well-being of instructors in local colleges and universities differs significantly in age;

Hypothesis 4 (H4): there is a significant difference in subjective well-being of instructors in local universities in terms of marriage;

Hypothesis 5 (H5): subjective well-being of instructors in local universities differs significantly on title;

Hypothesis 6 (H6): subjective well-being of instructors in local colleges and universities differ significantly on income.

3. Object and Method

3.1 Sample

The samples of this study were obtained from in-service instructors, including professional and administrative instructors, in five universities in the non-provincial capital of Hunan Province, China, and the target population of the study included 7,166 people. The questionnaire survey was conducted by a combination of on-site distribution and online questionnaires. 650 questionnaires were distributed, and finally 598 valid questionnaires were obtained, including 234 males and 364 females; the demographic variables of the study sample are shown in Table 1.

Table 1 Personal information of the sample

Variables	Category	Number	Percentage (%)
gender	Male	234	30.1
	Female	364	60.9
age	30 and under	64	10.7
	31-40	164	27.4
	41-50	244	40.8
	51 and above	126	21.1

title	Primary	134	22.4
	Intermediate	234	39.1
	Deputy high	160	26.8
	Advanced	70	11.7
marriage	Unmarried	72	12.0
	Married	502	83.9
	Other	24	4.0
Monthly income	3000-6000	258	43.1
	6001-9000	262	43.8
	9001+	78	13.0

3.2 Research Tools

The survey was conducted using a subjective well-being questionnaire, which consists of a combination of the Satisfaction With Life Scale (SWLS) and the revised Positive Affect and Negative Affect Scale (PANAS). SWLS was developed by Diener et al. in 1985, with a total of 5 entries and a 7-level (1-7) scoring system. The higher the score, the more satisfied an individual is with their life. The internal consistency coefficient R is between 0.61 and 0.81, indicating that the scale has good reliability and validity [20]. PANAS was developed by Watson et al. in 1988 and revised by Qiu Lin et al. in 2008, with a total of 14 entries, using a 7-level (1-7) scoring system and good reliability and validity [21]. In this study, the subjective well-being score was calculated by adding the standard score of overall life satisfaction to the standard score of positive emotions, and then subtracting negative emotions. The Cronbach coefficients of the questionnaire in the study were 0.919, 0.895, and 0.833, with $\alpha>0.8$, indicating high reliability.

3.3 Data processing

This study used Spss26.0 statistical software package for data entry, organization and statistical analysis, mainly for descriptive statistics and difference significance tests (t-test and one-way ANOVA).

4. Research results

4.1 Reliability and validity testing of the scale

Table 2 Cronbach coefficient of subjective well-being scale

Variables	items	Cronbach Alpha value
Life satisfaction	5	0.919
Positive emotions	6	0.895
Negative emotions	8	0.833

From the above table, it can be seen that the Cronbach coefficients of the three dimensions of the subjective well-being scale are 0.919, 0.895, and 0.833, respectively, indicating high reliability.

Validity is an evaluation method for the accuracy and credibility of an experiment, using KMO and Bartlett's spherical validity. When the statistical value of KMO exceeds 0.9 and Bartlett's sphericity test reaches 0.000, it indicates that the scale has a good correlation with variables and has high validity. The measurement values of the subjective well-being scale KMO and Bartlett are shown in the following table:

Table 3 KMO and Bartlett's test results of questionnaire

KMO sampling suitability quantity		0.912
Bartlett's sphericity test	Approximate chi square distribution	3571.814
	degree of freedom	171
	Significance	0.000

By analyzing the above table, it can be concluded that due to the KMO value of 0.912, above 0.9, the Bartlett's sphere test significance value is 0.000. Therefore, It can conclude that the validity of this scale is relatively ideal, and this questionnaire can be adopted.

4.2 Overall subjective well-being of instructors in local colleges and universities

Table 4 Overall status of subjective well-being of instructors in local institutions ($\bar{x}\pm s$)

subjective well-being	score
Life satisfaction	4.64±1.27
positive emotion	4.79±1.05
negative emotion	3.45±0.82
Overall subjective well-being	4.33±0.87

Descriptive statistics were used to calculate the mean and standard deviation of each dimension of the scale. From Table 4, it can be seen that in the subjective well-being of local college instructors, the score of life satisfaction in each dimension is 4.64, slightly higher than the median (the scale has a 7-point score, and the median is 4). Positive emotions score 4.79, slightly higher than the median. A negative emotion score of 3.45 indicates experiencing negative emotions less than half of the time. The overall subjective well-being is calculated by adding up the total scores of the first three dimensions and taking the average, with negative emotions being scored in reverse. Finally, the overall subjective well-being of local university instructors is calculated to be 4.33 points. The subjective well-being index is at a slightly higher level in the middle.

4.3 Differential Analysis of Demographic Factors in the Subjective Happiness of Local College Instructors

Further examine the subjective well-being of local university instructors based on factors such as gender, age, professional title, marital status, and income. Conduct independent sample t-tests on gender. Other variables were analyzed using one-way ANOVA.

4.3.1. Comparison of the differences in subjective well-being of instructors of different genders in local colleges and universities

Table 5 Comparison of gender differences in subjective well-being of instructors in local institutions ($\bar{x} \pm s$)

Gender	Life satisfaction	positive emotion	negative emotion	Overall subjective well-being
Male (n=234)	4.61±1.31	4.69±1.14	3.55±0.86	4.25±0.89
Female (n=364)	4.67±1.25	4.86±0.97	3.39±0.77	4.38±0.85
t	-0.404	-1.298	1.613	0.217
P	0.686	0.196	0.618	-1.238

Table 5 shows that there are slight differences in subjective well-being among instructors of different genders, but the differences are not significant. Female instructors scored lower in "negative emotions" than male instructors, and the difference was not significant. Overall, the subjective well-being of female instructors in local universities is slightly higher than that of male instructors, but the difference is not significant ($P>0.05$).

4.3.2. Comparison of differences in subjective well-being among instructors of different ages and teaching ages in local colleges and universities

Table 6 Comparison of age differences in subjective well-being of instructors in local universities ($\bar{x} \pm s$)

(a person's) age	Life satisfaction	positive emotion	negative emotion	Overall subjective well-being
30 and under (n=64)	4.72±1.15	4.97±1.18	3.42±0.61	4.42±0.83
31-40 (n=164)	4.54±1.38	4.79±1.06	3.55±0.91	4.26±0.98
41-50 (n=244)	4.59±1.25	4.72±1.06	3.49±0.82	4.28±0.85
51 and above (n=126)	4.84±1.22	4.85±0.94	3.27±0.71	4.47±0.77
F	0.760	0.547	1.536	0.997
P	0.517	0.650	0.205	0.394

As shown in Table 6, there are differences in the subjective well-being of local university instructors among different age groups. Instructors over 51 years old have the highest subjective well-being, followed by instructors under 30 years old, and then instructors between 41 and 50 years old. Instructors between 31 and 40 years old have the lowest subjective well-being, but there is no significant difference ($P>0.05$).

4.3.3. Comparison of differences in subjective well-being among instructors with different titles and degrees in local colleges and universities

Table 7 Comparison of differences in the title of subjective well-being of instructors in local universities ($\bar{x} \pm s$)

title	Life satisfaction	positive emotion	negative emotion	Overall subjective well-being
Primary (n=134)	4.79±1.24	5.02±1.12	3.45±0.72	4.45±0.87
Intermediate (n=234)	4.45±1.27	4.64±0.97	3.60±0.91	4.16±0.89
Deputy high (n=160)	4.60±1.26	4.77±1.07	3.42±0.73	4.32±0.82
Advanced (n=70)	5.15±1.25	4.93±1.03	3.05±0.64	4.68±0.79
F	3.206	2.129	4.425	3.908
P	0.024	0.097	0.005	0.009

Note: * $P<0.05$, ** $P<0.01$

According to Table 7, there is a significant difference in "life satisfaction" among instructors with different professional titles ($P<0.05$). The difference between "negative emotions" and "overall subjective well-being" is extremely significant ($P<0.01$); There

was no significant difference in positive emotions ($P<0.05$). Further multiple comparisons were conducted (Table 6), and due to homogeneity of variance, LSD (Least Significant Difference) was used for testing. It was found that senior professional title instructors scored higher in life satisfaction and overall subjective well-being than intermediate and deputy senior professional title instructors, and the difference was significant ($P<0.05$). In terms of positive emotions, primary title instructors scored higher than intermediate title instructors, with a significant difference ($P<0.05$). In terms of negative emotions, instructors with intermediate professional titles scored the highest and showed significant differences compared to instructors with other professional titles ($P<0.05$). Overall, instructors with senior and junior professional titles have relatively higher subjective well-being, while instructors with intermediate and deputy high professional titles have lower subjective well-being. Instructors with intermediate professional titles have the lowest subjective well-being. Present a U-shaped state.

Table 8 Multiple comparisons of subjective well-being of college instructors with different job titles

subjective well-being	title		mean difference	standard error	P
Life satisfaction	high level	junior ranking	.369	.262	.160
		middle level (in a hierarchy)	.708*	.242	.004
		vice-high	.559*	.255	.029
positive emotion	junior ranking	middle level (in a hierarchy)	.380*	.159	.018
		vice-high	.254	.172	.141
		high level	.090	.217	.678
negative emotion	high level	junior ranking	.399*	.139	.026
		middle level (in a hierarchy)	.553*	.137	.001
		vice-high	.368*	.135	.039
Overall subjective well-being	high level	junior ranking	.226	.178	.206
		middle level (in a hierarchy)	.517*	.165	.002
		vice-high	.364*	.173	.037

4.3.4. Comparison of differences in subjective well-being among instructors of local universities with different marital status and children's situation

Table 9 Comparison of differences in subjective well-being of instructors with different marital status in local institutions ($\bar{x} \pm s$)

specialized field	Life satisfaction	positive emotion	negative emotion	Overall subjective well-being
Unmarried (n=72)	4.55±1.34	4.78±1.15	3.63±0.74	4.23±0.93
Married (n=502)	4.69±1.24	4.82±1.02	3.43±0.83	4.36±0.86
Other (n=24)	3.80±1.58	4.29±1.17	3.44±0.61	3.88±0.84
F	3.014	1.470	0.968	1.999
P	0.051	0.232	0.381	0.137

Instructors with different marital statuses scored higher in "life satisfaction", "positive emotions", and "overall subjective well-being" in descending order: married>unmarried>other. In terms of "negative emotions", the scores are ranked from low to high: married<unmarried<other. But the difference is not significant. After multiple comparisons, it was found that there was a significant difference ($P<0.05$) in life satisfaction between married and other conditions.

4.3.5. Comparison of differences in subjective well-being among instructors with different monthly incomes in local colleges and universities

Table 10 Comparison of differences in subjective well-being of instructors with different monthly incomes in local institutions ($\bar{x} \pm s$)

monthly salary	Life satisfaction	positive emotion	negative emotion	Overall subjective well-being
3000-6000 (n=258)	4.42±1.32	4.72±1.07	3.62±0.85	4.17±0.92
6001-9000 (n=262)	4.79±1.14	4.89±0.95	3.34±0.75	4.44±0.78
9001+ (n=78)	4.89±1.42	4.71±1.23	3.28±0.79	4.44±0.91
F	3.675	0.947	0.922	3.627
P	0.027	0.389	0.008	0.028

There is a significant difference in "life satisfaction" among instructors with different monthly incomes ($P<0.05$), and the higher the income, the higher the life satisfaction. There was no significant difference in positive emotions ($P>0.05$). In terms of negative emotions, the difference is extremely significant ($P<0.01$), and the higher the income, the lower the negative emotions. There was a significant difference in overall subjective well-being ($P<0.05$). Further multiple comparisons were conducted (Table 11), and due to homogeneity of variance, LSD (Least Significant Difference) was used for testing. After multiple comparisons, it was found that there was a significant difference ($P<0.05$) in life satisfaction and negative emotions between instructors with incomes ranging from 3000 to 6000 yuan and instructors with other incomes; In terms of overall subjective well-being, there is a significant difference ($P<0.05$) between instructors earning 3000-6000 yuan and those earning 6001-9000 yuan.

Table 11 Multiple Comparisons of Subjective Well-Being of Instructors in Colleges and Universities with Different Incomes

subjective well-being	Monthly income (\$)	relief (i.e. height of land geography)	standard error	P
Life satisfaction	3000-6000	6001 to 9000	-0.37	0.018*
		9001 and above	-0.471	0.042*
positive emotion	3000-6000	6001 to 9000	-0.17	0.199
		9001 and above	0.002	0.988
negative emotion	3000-6000	6001 to 9000	0.28	0.006*
		9001 and above	0.34	0.022*
Overall subjective well-being	3000-6000	6001 to 9000	-0.27	0.012*
		9001 and above	-0.27	0.089

4.4 Hypothesis testing

Hypothesis 1 (H1): subjective well-being of instructors in local colleges and universities is at a moderate level, which is valid.

Hypothesis 2 (H2): subjective well-being of instructors in local colleges and universities differs significantly in gender, not confirmed.

Hypothesis 3 (H3): subjective well-being of instructors in local colleges and universities differs significantly in age, not confirmed.

Hypothesis 4 (H4): subjective well-being of instructors in local colleges and universities differ significantly on title, is confirmed.

Hypothesis 5 (H5): there is a significant difference in subjective well-being of instructors in local universities on marriage, not valid.

Hypothesis 6 (H6): subjective well-being of instructors in local colleges and universities differ significantly on income, is confirmed.

5. Discussion

This study investigated the subjective well-being of local university instructors, using descriptive statistics and differential analysis methods to understand the subjective well-being status of the survey subjects and their differences in demographic variables.

Research has found that the subjective well-being of local college instructors is above average. This is consistent with the research results of Wang Xia et al. [22] in China. Local colleges and universities are generally located in prefecture level cities, where the status of instructors is relatively high and the pressure is lower than that of research-oriented university instructors. Therefore, the subjective well-being of instructors is at a medium to high level. Instructors are relatively satisfied with life and experience more positive emotions, but less negative emotions.

Research has shown that there is no significant gender difference in the subjective well-being of local college instructors. The research findings on the impact of gender on the subjective well-being of university instructors are inconsistent. This study found that the subjective well-being of female instructors in local universities is slightly higher than that of male instructors, but the difference is not significant. At the local level, university instructors have a higher status. Although female instructors have to support their husband and raise children, they face a relatively simple living and social environment. Their working hours and lifestyle are relatively relaxed, allowing women more time to balance the relationship between family and career. In their own work positions, they will experience more satisfaction and are more likely to feel happy. Male instructors, on the other hand, need to bear more social responsibility, family responsibility, and scientific research tasks, which will lead to a certain decrease in their happiness index.

Research has shown that there was no significant age difference in the subjective well-being of local college instructors. Overall, instructors aged 51 and above have the highest subjective well-being, followed by instructors under 30, and then instructors aged 41-50. Instructors aged 31-40 have the lowest subjective well-being, but there is no significant difference. Instructors aged 31 to 40 are mostly married and have children, with the responsibility of raising a family. In terms of career, there is also upward pressure, but due to relatively low qualifications and professional titles, it is relatively difficult to apply for projects and projects, so the sense of happiness is the lowest. Instructors under the age of 30, although their professional titles and income are relatively low, are either unmarried or have just entered marriage, with the full support of their parents. They do not face much pressure in their career and family, so their satisfaction is high and they feel a strong sense of happiness.

This study found significant differences in subjective well-being among instructors

with different professional titles. Instructors with senior and junior professional titles have relatively higher subjective well-being, while instructors with intermediate and deputy high professional titles have lower subjective well-being. Instructors with intermediate professional titles have the lowest subjective well-being. Present a state of "big at both ends, small in the middle". Professors have the highest subjective well-being, which is consistent with the research of most scholars. In school, professors have the highest achievements, income, status, and high life satisfaction, with the strongest subjective well-being. In this study, the subjective well-being of junior professional title instructors was also relatively high, ranking second. Junior professional title instructors in local universities have a higher sense of happiness than intermediate professional title instructors. Most of these instructors are under 30 years old, relatively young, have short working hours, and have less pressure from family and professional titles. Intermediate level professional title instructors are the backbone of their work, undertaking heavy teaching and research tasks. They are also the backbone of their family, and under the dual pressure of work and family, their life satisfaction is the lowest, their negative emotions are the highest, and their subjective well-being is the lowest.

The present study found that the difference in subjective well-being of instructors in local colleges and universities on different marital status was not significant. However, subjective well-being was highest for married instructors, followed by unmarried, and lowest for other statuses (including separated and living alone). Post hoc multiple comparisons revealed a significant difference (.017*) between married and other statuses (including separated and living alone) in terms of life satisfaction.

Marriage is part of social support. Social support is the moral and material support that an individual receives from the social relationships he or she has, and it regulates the relationship between stress and physical and mental health. Therefore, married instructors have higher life satisfaction, feel more positive emotions, and have greater subjective well-being because they can feel moral and material support from their spouses. There is a significant positive effect of marriage on well-being. [23]

The subjective well-being of local university instructors increases with income, and the difference is significant. This is consistent with most studies [24]. Economic income is positively correlated with subjective well-being, with higher income indicating stronger subjective well-being. The reason is that higher income brings more material enjoyment, power, and higher status, accompanied by higher self-esteem and confidence, resulting in higher happiness.

6. Research Limitations and Prospects

This study conducted a questionnaire survey on subjective well-being in local colleges and universities located in non-provincial capital cities, and used descriptive statistics and difference analysis to understand the status of subjective well-being of instructors in local colleges and universities, as well as the characteristics of instructors' subjective well-being in terms of demographic variables, to broaden the research object of instructors' subjective well-being and to promote the mental health of instructors in local colleges and universities and to build and manage the teaching force. It provides a relevant basis and is of practical significance.

However, this study also has some limitations. Discussing instructors' subjective well-being solely from demographic variables is a little bit single. In the future, Researchers can study the influencing factors of instructors' subjective well-being in local colleges

and universities from external and internal factors, such as social support; internal factors such as self-efficacy, self-esteem, personality, etc. Researchers can also study the influence factors of subjective well-being in local colleges and universities. It is also possible to study the role of the influencing factors of subjective well-being and their relationship with each other.

7. Research conclusions and recommendations

7.1 Research Conclusion

The survey of this study shows that the subjective well-being of instructors in local institutions is at a moderate level. The difference is not significant in terms of gender, age and marital status. However, the difference is significant in terms of title as well as income.

7.2 Recommendations

7.2.1 Establish effective social support network and pay attention to the development of instructors of different ages

Effective social support is a sign of high happiness. To address the situation of middle-aged instructors' high pressure and low well-being, schools can optimize job management and assessment methods, give instructors more space and opportunities for growth, and reduce the workload of full-time instructors. At the same time, they should pay attention to instructors' career development and provide diversified career development paths and promotion opportunities, so that instructors can gain a sense of achievement and satisfaction in their career development. In addition, the school can also establish a staff family care program to strengthen the emotional connection between the staff's families and the school; through the establishment of family activity days, parent exchange circles, and special funds for caring for family members, the families can also feel the warmth of the school, so as to provide a more intimate support for the working life of college instructors[25].

7.2.2 Improve instructors' salary level and establish a scientific, fair and reasonable salary and benefit system

This study found that the subjective well-being of instructors in local colleges and universities increases with the increase in income, and the difference is significant. Instructors in the interviews generally felt that they were underpaid. Gilmand et al [26] pointed out that instructors' satisfaction with their income reflects their perception of whether their labor is reasonably remunerated. Reasonable remuneration and benefits are an important means to protect instructors' basic living needs and stimulate work motivation. Colleges and universities should establish a scientific, fair and reasonable compensation and benefit system based on instructors' work performance, title level and other factors.

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Appendix: Subjective well-being Questionnaire

Developed by Diener et al., including the Life Satisfaction Scale (SWLS) and the Emotional Scale (PANAS). The Life Satisfaction Scale consists of 5 items and adopts a self-evaluation 7-point scoring system, with 1. strongly opposing and 2. opposing; 3. Slightly opposed; 4. Neither approve nor oppose; 5. A bit in favor; 6. Agree; 7. Strongly agree, the higher the score, the higher the satisfaction with life. The emotional questionnaire is divided into two dimensions, namely positive emotions and negative emotions, consisting of 14 questions. Among them, there are 6 questions about positive emotions and 8 questions about negative emotions, using a 7-point scoring system. 1. Extremely weak, not at all; 2. Very weak, occasionally; 3. Weak, sometimes; 4. Generally, half the time; 5. Strong and frequent; 6. Very strong, most of the time; 7. Extremely strong, all the time. The consistency reliability between the total scale and the subscale is high, the alpha coefficients are 0.67, 0.80, 0.81, and 0.79, respectively.

Life satisfaction scale:

My life is close to my ideals in most aspects.

My living conditions are very good.

I am very satisfied with my life.

So far, I have obtained the important things I want in life.

If I could live again, I would hardly make any changes.

Emotional Inventory (PANAS): The following are some emotional vocabulary. Please evaluate the time you have felt these emotions in the past week using a scale of 1-7 and indicate it at the end of the question. The smaller the number, the less time felt, while the larger the number, the more time felt.

1. Pleasure 2. Unhappy 3. Happiness 4. Inspiration 5. Sadness 6. Anger

7. Pride 8. Gratitude 9. Love 10. Sense of guilt 11. Shame 12. Worry 13. Pressure 14. Jealousy