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## **Subjective Well-Being of Teachers: A Study on Branches and Demographic Variables**

### **Öğretmenlerinin Öznel İyi Oluşu: Branş ve Demografik Değişkenler Üzerine Bir İnceleme**

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## SUBJECTIVE WELL-BEING OF TEACHERS: A STUDY ON BRANCHES AND DEMOGRAPHIC VARIABLES

### ABSTRACT

Teachers play a key role in shaping individuals' lives, and reactions of individuals, their judgments about life satisfaction, their living conditions, and emotional states affect both themselves and their students. This study aimed to assess teachers' subjective well-being based on demographic factors such as gender, age, work experience, and teaching disciplines. The research included teachers working in various disciplines at the primary and secondary education levels (Special talent disciplines: Physical Education, Art, and Music; Verbal Disciplines: Social Studies, Religious Culture and Ethics; Numerical Disciplines: Mathematics and Science; Kindergarten and Primary School teachers; Foreign Language teachers; and Vocational teachers). A total of 135 teachers, 68 females (50.4%) and 67 males (49.6%) participated in the study. Data were collected using the "Subjective Well-Being Scale" and a survey form containing demographic information. The findings indicate that teachers' school engagement scores are high, while their teaching efficacy and overall subjective well-being levels are at medium levels. While age and teaching discipline variables showed significant findings, gender and work experience variables did not reveal any significant differences. In particular, the teaching proficiency levels of special talent disciplines, language, kindergarten, and primary school teachers were significantly higher than those of vocational teachers. These results reflect the varying levels of experience and satisfaction among teachers based on their disciplines. It can be concluded that teachers working with younger age groups tend to be more dedicated to their jobs. These findings may provide insights for improving teachers' working conditions and developing educational policies.

**Keywords:** Subjective Well-Being, Teacher, Teaching Branches.



## ÖĞRETMENLERİNİN ÖZNEL İYİ OLUŞU: BRANŞ VE DEMOGRAFİK DEĞİŞKENLER ÜZERİNE BİR İNCELEME

### ÖZ

Öğretmenler, bireyin hayatını şekillendirmede önemli bir rol oynar ve onların olaylara karşı verdikleri tepkiler, yaşam doyumu, yaşam alanı memnuniyeti ve duygusal durumları hem kendilerini hem de öğrencilerini etkiler. Bu çalışmada, öğretmenlerin öznel iyi oluş düzeylerinin cinsiyet, yaş, mesleki deneyim ve öğretmenlik branşları gibi demografik faktörlere göre değerlendirilmesi amaçlanmıştır. Araştırmaya, ilk ve orta öğretim düzeyinde farklı branşlarda görev

yapan (Özel Yetenek Branşları-Beden Eğitimi, Resim ve Müzik; Sözel Branşlar-Sosyal Bilgiler, Din Kültürü ve Ahlak; Sayısal Branşlar-Matematik ve Fen Bilgisi; Ana Sınıfı ve Sınıf Öğretmenleri; Yabancı Dil Öğretmenleri ve Meslek Öğretmenleri) 68'i kadın (%50,4) ve 67'si erkek (%49,6) olmak üzere toplam 135 öğretmen katılmıştır. Veri toplama aracı olarak, "Öznel İyi Oluş Ölçeği" ve demografik bilgileri içeren bir anket formu kullanılmıştır. Bulgular, öğretmenlerin okul bağlılığı puanlarının yüksek, öğretim yeterliliği ve genel öznel iyi oluş düzeylerinin ise orta seviyede olduğunu göstermektedir. Yaş ve branş değişkenleri anlamlı bulgular sunarken, cinsiyet ve mesleki tecrübe değişkenleri önemli bir farklılık göstermemiştir. Özellikle özel yetenek branşları, dil, anaokulu ve ilkökul öğretmenlerinin öğretim yeterliliği düzeyleri, meslek öğretmenlerinden anlamlı derecede yüksek bulunmuştur. Bu sonuçlar, öğretmenlerin branşlarına göre değişen tecrübe ve tatmin düzeylerini yansıtmaktadır. Küçük yaş gruplarıyla çalışan öğretmenlerin işlerine daha fazla adanmış oldukları söylenebilir. Bu bulgular, öğretmenlerin çalışma koşullarını iyileştirme ve eğitim politikaları geliştirme bağlamında değerlendirilebilir.

**Anahtar Kelimeler:** Farklı Branşlar, Öğretmen, Öznel İyi Oluş.



## INTRODUCTION

Today, the most valuable resource is considered "human", and all education and training processes set goals to further strengthen and develop this resource. Raising qualified individuals begins with processes that include school years. In order to educate students with this principle and increase their success levels, education systems must first be renewed according to current skills.

Teachers, who are the most important part of these systems, play an important role in their academic success, motivation and well-being in life, starting from the education stage. We see in many studies that the most powerful creators of all the good and accepted behaviors and attitudes that students have are teachers and their attitudes (Ronfelt et al., 2015; Zee et al., 2018; Santana-Monagas et al., 2022).

Since subjective well-being is expressed as the individual's pleasure, happiness and general satisfaction with life; it is an undeniable fact that it is especially important for teachers. This is because the general mood and happiness levels of teachers can directly affect not only themselves but also the learning experiences of their students. Teachers with high subjective well-being are likely to be more energetic, motivated, and engaged in both in-class and out-of-class activities, enhancing their effectiveness in the classroom. Their positive well-being also fosters stronger, healthier relationships with students, building trust and creating a more supportive learning environment. Moreover, high subjective well-being helps prevent burnout,

boosts long-term job satisfaction, and improves stress management. Protecting teachers' mental and emotional health is crucial for sustaining their careers, supporting lifelong learning, and

### Subjective Well-Being

The concept of subjective well-being is one of the important topics in positive psychology. Especially in recent studies on psychology, it is seen that the importance and necessity of orientation towards positive emotions rather than negative emotional states are emphasized (Hameed et al., 2024; Hascher et al., 2021). Subjective well-being encompasses the entire life of individuals (Park, 2004) and is called the cornerstone of a good life (Wang et al., 2024) and it is defined by internal experiences.

Although there are different definitions in the literature, subjective well-being is, in the most general terms, the pleasure an individual gets from life and the ability to produce one's own solutions, as well as the satisfaction and positive emotions one feels (Emeljanovas et al., 2023). Again, in a different definition, it mainly prioritizes the concept of happiness, includes it as a whole of life satisfaction and positive emotions of the individual, and defines subjective well-being by accepting negative emotions at a minimal level without eliminating them (Liu et al., 2023).

Life satisfaction, which is accepted as a cognitive dimension, is expressed as a reflective and broad evaluation that the individual accepts as a whole, including all areas of his life, and makes within this whole. Likewise, when we look at life satisfaction; we see that it is said to be the individual's mental and physical health, how much he/she welcomes every event that he/she puts at the center of their life, such as his job, position, leisure time, family and all social activities, and the feeling of satisfaction they feel (Yurcu, 2014; Erceylan et al., 2021; Dereceli and Dereceli, 2023).

### The Relationship Between Teaching Profession, Demographic Variables and Subjective Well-Being

Factors affecting subjective well-being are grouped under many different headings in the literature. In particular, Amirian et al. (2023), Pap et al. (2023), Hung et al., (2016) and Tang (2018) studied the factors affecting subjective well-being and identified their relationships with some variables. These are grouped under some headings such as personality, age and gender, culture, health, marital status, work experience, social environment and income level. It is noteworthy that these variables, which do not appear to have the same effect and result in every study, also vary depending on the samples applied. Many variables, such as the stress caused by work, individuals' ability to cope with this stress, their status, renewed curricula and school administrators, have a certain effect on their subjective well-being (Cenkseven-Önder and Sari, 2009).

Teaching profession is a profession that requires targeted performance, it is competitive, submits reports and is subject to rapid evaluations. Studies conducted in Finland (Taajamo and Puhakka, 2019), the United Kingdom (Education Support, 2021) and the USA (Herman et al., 2020) also found data showing that teachers' work-related stress is high. Studies show that individuals with high subjective well-being have high performance in both their social life, professional work and physical aspects (Wang et al, 2024; Hascher and Waber, 2021). At the point of overcoming these situations and developing competencies, it becomes necessary to determine how subjective well-being is likely to be high and in what ways it is likely to be increased (Li et al., 2023). On the other hand, in this way, the self-efficacy and job satisfaction of teachers with a high level of subjective well-being will also be positively affected (Dereceli and Dereceli, 2023).

The reactions of teachers who are the most important part and shaper of an individual's life, to events, their cognitive judgments related to life satisfaction, living space satisfaction and emotional states are important not only for themselves but also for the students they come into contact with. Based on this perspective, our study aimed to determine the subjective well-being levels of teachers working in different branches. At the same time, it aimed to contribute to the literature by considering some demographic characteristics (age, gender, work experience and teaching branches), based on the existence of personal differences, which are the most prominent features of subjective well-being, and the different evaluations of individuals' events in their lives.

## METHOD

This study is a cross-sectional research designed to examine teachers' subjective well-being levels and the relationship of these levels with various demographic variables. Cross-sectional studies are a frequently used method to evaluate the state of a population or a specific sample through data collected at a specific moment (Babbie and Edgerton, 2023). Ethical approval for the research was obtained from the Ethics Committee for Research and Publication of Social and Human Sciences at Aydın Adnan Menderes University, with the decision dated 25.03.2024 and numbered 12/20.

### Research Group (Population-Sample)

The study group of this research consists of teachers working in different branches at the Directorate of National Education in Urla district of Izmir. In this study, the branch categories were applied as follows: Special Talent Disciplines (Physical Education, Music, and Art teachers), Numerical Disciplines (Mathematics and Science teachers), Verbal Disciplines (Social Studies, Religious Culture, and Ethics teachers), Kindergarten and Primary School teachers, Foreign Language teachers,

and Vocational teachers. Sample selection in the research was made using random sampling method. This technique used is a technique in which the sampling elements are randomly determined by creating a sampling scope in which the units have an equal probability of being included in the sample.

### Data Collection Tools

**Demographic Information:** In this study, a personal information form consisting of four items, prepared by the researcher, was used to determine the demographic characteristics of the teachers who participated in the research. With the items included in the personal information form, findings were obtained regarding the gender, age groups, work experience levels and branches of the participants.

**Subjective Well-Being Scale:** In determining the subjective well-being levels of the participants in the research, the “Subjective Well-Being Scale”, developed by Renshaw, Long & Cook (2015) and Turkish validity and reliability study of which was conducted by Ergün & Nartgün (2017), was used. The scale, which consists of 8 items, has of 2 sub-dimensions: School commitment and Teaching competence. The construct validity of the scale was tested with exploratory factor analysis (EFA) and confirmatory factor analysis (CFA). In the exploratory factor analysis, it was determined that the items were collected in two sub-dimensions as in the original scale. Since the scale is a 4-point Likert type, the answers given are expressed as “4=Almost Always, 3=Often, 2=Sometimes and 1=Almost Never”.

**Collection of Data:** The population of the study consists of 421 teachers working at the primary and secondary school levels in the İzmir-Urla region. Participation in the research was entirely voluntary. During the data collection process, 142 teachers were reached, but during the analysis process, 7 forms containing incomplete or inconsistent data were removed and a total of 135 scale forms were evaluated. The data collection process was carried out within the framework of research ethical rules and the participants’ information was processed in accordance with the confidentiality principle.

**Analysis of Data:** The data analysis process was carried out using the S 24.0 statistical package program. In the first step, the Kolmogorov-Smirnov test was applied to test the normality distribution assumption of the data set. The results obtained revealed that the data did not show a normal distribution, so non-parametric tests were used in the analyses. In the descriptive statistics phase of the research, teachers’ demographic characteristics (gender, age, work experience and branch) and subjective well-being levels were summarized using statistics such as mean, standard deviation, minimum and maximum values. Mann-Whitney U test and Kruskal-Wallis test were used to determine the effects of demographic variables on subjective well-being. The Mann-Whitney U test was used to test median

differences between two independent groups, while the Kruskal-Wallis test was preferred to compare medians of three or more independent groups. The significance level was accepted as 0.05 in all statistical tests.

## FINDINGS

**Table 1.** Demographic variables

Variables		f	%
Gender	Woman	68	50.4
	Man	67	49.6
Age	≤35 years	34	25.2
	36-40 years	35	25.9
	41-45 years	25	18.5
	≥46 years	41	30.4
Work Experience	≤9 years	25	18.5
	10-14 years	33	24.4
	15-19 years	24	17.8
	20-24 years	24	17.8
Branch	≤25 years	29	21.5
	Special Talent	14	10.4
	Verbal	40	29.6
	Numerical	18	13.3
	Language	18	13.3
	Kindergarten and Primary School	23	17.0
Vocational		22	16.3
Total		135	100.0

Table 1 shows that the participants have a homogeneous distribution in terms of gender. The highest variable in the age range is ≤35 years and 36-40 years (25.9%), the highest range in the work experience variable is 10-14 years (24.4%), and the majority of teachers are in the verbal group branch (29.6%).

**Table 2.** Descriptive values for scales

Variables	Cronbach Alpha	Minimum	Maximum	Mean	Sd
School Commitment	.81	1.00	4.00	3.40	.60
Teaching Qualification	.83	2.00	4.00	3.54	.46
TSWB	.85	2.13	4.00	3.47	.46

TSWB=Teacher Subjective Well-Being Scale



Table 2 shows that teachers' school engagement dimension scores are high, and their teaching competence and subjective well-being levels are at medium levels.

**Table 3.** Mann Witney U test results of participants' subjective well-being levels according to gender variable

Scale and Sub-Dimensions	Gender	n	Rank Ave	Sort Aggregation	U Value	z	p
School Commitment	Woman	68	71.89	4888.50	2013.500	-1.193	.233
	Man	67	64.05	4291.50			
Teaching Qualification	Woman	68	71.65	4872.50	2029.500	-1.129	.259
	Man	67	64.29	4307.50			
TSWB	Woman	68	71.90	4889.50	2012.500	-1.180	.238
	Man	67	64.04	4290.50			

As a result of the Mann Witney U analysis applied between the subjective well-being of the participants and the gender variable in Table 3, no statistically significant difference was found in the total score of the scale and in both sub-dimensions ( $p>0.05$ ).

**Table 4.** Kruskal Wallis H test results of participants' subjective well-being levels according to age variable

Scale and Sub-Dimensions	Age	n	Rank Ave	Chi-square Value	p	Difference
School Commitment	≤35 years	34	56.71	5.985	.112	-
	36-40 years	35	69.06			
	41-45 years	25	81.16			
	≥46 years	41	68.44			
Teaching Qualification	≤35 years	34	49.29	14.431	.002	3-4>1
	36-40 years	35	66.90			
	41-45 years	25	85.06			
	≥46 years	41	74.05			
TSWB	≤35 years	34	53.44	8.171	.043	4>1
	36-40 years	35	68.83			
	41-45 years	25	81.64			
	≥46 years	41	71.05			

Age: ≤35 years (1), 36-40 years (2), 41-45 years (3), ≥46 years (4).

According to the Kruskal Wallis H Test Results made between the age and subjective well-being levels of the participants in Table 4, a statistically significant difference was found in the teaching competence dimension and the total score of the scale, except for the school engagement sub-dimension ( $p < 0.05$ ). As a result of the analysis applied to determine the difference between groups, it was found that the teaching competence of teachers aged 41-45 and  $\geq 46$  years was higher than teachers aged  $\leq 35$  years in the teaching competence sub-dimension, and in the total score of the scale, the subjective well-being levels of teachers aged 41-45 were 35. It was determined that the ratio was higher than that of teachers aged  $\leq 35$  years.

**Table 5.** Kruskal Wallis H test results of participants' subjective well-being levels according to work experience variable

Scale and Sub-Dimensions	Work Experience	N	Rank Ave	Chi-square Value	p
School Commitment	$\leq 9$ years	25	64.12	1.637	.802
	10-14 years	33	68.08		
	15-19 years	24	67.73		
	20-24 years	24	76.33		
	$\leq 25$ years	29	64.59		
Teaching Qualification	$\leq 9$ years	25	60.34	6.372	.173
	10-14 years	33	59.74		
	15-19 years	24	72.08		
	20-24 years	24	82.46		
	$\leq 25$ years	29	68.66		
TSWB	$\leq 9$ years	25	63.76	3.239	.519
	10-14 years	33	64.44		
	15-19 years	24	67.71		
	20-24 years	24	80.60		
	$\leq 25$ years	29	65.52		

According to the Kruskal Wallis H Test Results between the subjective well-being levels of the participants and the work experience variable in Table 5, no statistically significant difference was found in the total score of the scale and in both sub-dimensions ( $p > 0.05$ ).

**Table 6.** Kruskal Wallis H test results of participants' subjective well-being levels according to branch variable

Scale and Sub-Dimensions	Branch	n	Rank Ave	Chi-square Value	p	Difference
School Commitment	Special Talent	14	79.32	9.780	.082	
	Verbal	40	60.96			
	Numerical	18	62.58			
	Language	18	72.03			
	Kindergarten and primary school	23	85.24			
	Vocational	22	56.70			
Teaching Qualification	Special Talent	14	85.25	23.731	<.001	1,4,5>6 5>2
	Verbal	40	58.94			
	Numerical	18	62.42			
	Language	18	81.22			
	Kindergarten and primary school	23	89.70			
	Vocational	22	44.57			
TSWB	Special Talent	14	81.79	17.373	.004	3,5>2
	Verbal	40	58.61			
	Numerical	18	63.44			
	Language	18	78.31			
	Kindergarten and primary school	23	89.02			
	Vocational	22	49.61			

According to the Kruskal Wallis H Test Results conducted between the branch variable and the subjective well-being levels of the participants in Table 6, a statistically significant difference was found in the teaching proficiency dimension and the total score of the scale, except for the school engagement sub-dimension ( $p < 0.05$ ). As a result of the analysis applied to determine the difference between the groups, it was revealed that in the teaching proficiency sub-dimension, the teaching proficiency of special talent branches, language branches and classroom-primary school teachers was higher than that of vocational course teachers, and that the teaching proficiency of primary school-kindergarten teachers was higher than verbal group teachers, and in the total score of the scale, the numerical group teachers' teaching proficiency was higher than that of vocational course teachers. It was determined that the subjective well-being levels of primary school and kindergarten teachers were higher than verbal group teachers.

## DISCUSSION

The results obtained from the study, which aims to examine the subjective well-being of teachers working in different disciplines, taking into account their age, gender, work experience, and teaching areas, are presented.

It is seen that teachers' school engagement sub-dimension scores are high, and their teaching efficacy sub-dimension and subjective well-being general levels are at medium levels. It is seen that parallel results have been obtained in many studies in the literature (Pretsch et al., 2012; Karaçam & Pülür, 2019; Güvenç 2021; Emelianovas et al, 2023; Zhao et al., 2024). Despite many studies emphasizing the importance of high subjective well-being, the fact that it is still found to be at a moderate level actually shows that it needs to be examined in more detail. This situation makes us think that this is due to the fact that teachers do not only teach, but they are also under many different responsibilities and job descriptions. They are in direct relations with students, parents and management, and even they are not economically paid the wages they deserve. Teachers' responsibility to management and students is a process that ends neither during school hours nor during holidays. It is not possible for them not to reflect even their own private lives into these stressful processes. These and similar reasons explain why their subjective well-being cannot reach a high level, but is not low, thanks to the professional pleasure they receive.

The study results show that the gender variable had no significant effect on teachers' well-being levels. According to the literature review, we can see that the gender variable does not make a significant difference in subjective well-being levels (Gönener et al., 2017; Amirian et al., 2023; Wang et al., 2024; Proctor, 2024). Many studies on gender show that there are clear differences in the perspectives of men and women. However, it can also be interpreted that teachers who have this awareness in professions where the individual's inner world is directly affected, where responsibility is incredibly high, and in situations where the development of a different individual will be directly affected, can no longer be differentiated in terms of gender, because the subjective well-being levels of teachers in middle adulthood do not differ.

The research findings show that the teaching competence of teachers aged 41-45 and  $\geq 46$  years is higher than that of teachers aged  $\leq 35$  years in the Teaching Efficacy sub-dimension of the Subjective Well-Being scale. OECD (2020) found that 18% of the teachers in our country are under 30 years old, 70% are between 30-49 years old, and 12% are 50 years old and over. This period corresponds to a phase in which individuals generally specialize in their profession and their experience reaches maturity level. Because gaining experience in a profession is a process that requires many years and intense effort (Santrock, 2015). In the light of this infor-

mation, we found studies that support the results we obtained (Azpiazu et al., 2023; Santrock, 2015), while there were also results in which age did not make a difference (Liu et al., 2023; Li et al., 2023; Zhao, 2024). We can now acknowledge that teachers with a certain level of maturity and experience in their professional lives have achieved satisfaction in terms of their subjective well-being and, in particular, their teaching competence. However, we must also consider that studies conducted in different geographical contexts may yield varying results.

The fact that no significant difference was found in the analyses between teachers' subjective well-being levels and the work experience variable contradicts the results we obtained with the age variable. From this perspective, we see that although there are many studies showing that work experience has an effect on subjective well-being (Dreer, 2024; Zhao et al., 2024; Akhan & Kaymak, 2021), there are also studies that support our results (Farhah et al., 2021; Dinç, 2018; Özcan, 2024). It brings to mind the possibility that reasons such as the turnover of teachers who are not happy or satisfied in their professional lives with the increase in work experience, the decrease in the excitement of starting their first job over time due to internal and external reasons, or the desire for their dreams to become concrete may have negative effects on subjective well-being.

In the last finding of the research, it was determined that there was a statistically significant difference in the subjective well-being levels of the participants according to their branches, in the teaching proficiency sub-dimension and in the total score of the scale. It was observed that the teaching proficiency levels of special talent discipline teachers, language, classroom and kindergarten teachers were higher than those of vocational course teachers. This is a result that is expected to be high due to the fact that physical education teaching, art and music teaching have a strong social aspect. Similarly, it has been found that the subjective well-being and teaching proficiency levels of kindergarten and primary school teachers are high. This suggests that teachers in this branch group may experience more positive emotions due to working with young students. This can be interpreted as a result of these teachers' involvement in the early stages of the educational process, interacting with children in kindergarten and primary school, and spending long hours with them in the classroom environment. It can be thought that these situations enable primary school and kindergarten teachers to be satisfied with their profession, increase their teaching proficiency levels and increase their subjective well-being levels due to their high levels of innocence, both physical and emotional. Again, the reason why the teaching proficiency levels of special talent discipline teachers, language, classroom and kindergarten teachers are higher is that vocational course teachers do not have sufficient knowledge and equipment in formation courses during their university education, and therefore it can be thought that their subjective well-being levels are low due to their inability to consider themselves at a sufficient level. In the research conducted by Bıçak (2021),

a result was found that classroom teachers' scores on the "teaching competence" and "school engagement" sub-dimensions and their total subjective well-being levels were high. As a result of another study, which is similar to our research findings, it was observed that teachers with weak professional field knowledge had lower self-efficacy beliefs than teachers with stronger professional field knowledge (Chen et al, 2021). In this case, it can be thought that teachers who have completed their education in faculties of education or candidate teachers who continue their education are better equipped in terms of field knowledge than vocational teachers and, accordingly, they have a high level of professional competence belief. Wang et al (2024) stated that there is a significant difference between the professional competence beliefs of teacher candidates in the faculty of education and technical education faculty.

As a result of these findings, the reasons why the professional competence beliefs of Turkish, primary school, science teachers and teacher candidates differ from the professional competence beliefs of teacher candidates in all programs at the faculty of technical education. They stated that this is due to the fact that most of the teacher candidates are graduates of teacher high schools, the number of faculty members per student in the Faculty of Education is higher than in technical education faculties, and the possibility of education faculty students being appointed to the profession is higher depending on the quota in teaching appointments. In addition, considering that faculties of education were established with the aim of training qualified teacher candidates with high quality and certain standards (Hameed et al., 2024), pedagogical content knowledge and general cultural knowledge are accepted as prominent common dimensions in national and international studies on what the professional competencies of teachers should be. (Bhargava, 2024). In addition, although it is known that the importance of pedagogical content knowledge is so important, the appointment of people who are not graduates of the faculty of education as teachers through pedagogical formation programs with different approaches has led to the discussion of the professional competence levels of teachers trained in these programs over time (Farhah et al., 2021).

## CONCLUSION AND RECOMMENDATIONS

It is seen that teachers' school engagement sub-dimension scores are high, and their teaching efficacy sub-dimension and subjective well-being general levels are at medium levels. While no significant difference was detected between teachers' subjective well-being and gender and work experience variables; it is noteworthy that only the age variable creates a significant difference. In the last finding of the research, it was determined that there was a statistically significant difference in the teaching proficiency sub-dimension and scale total score of the subjective well-being levels of the participants according to their branc-

hes. It was observed that the teaching proficiency levels of special talent discipline teachers, language, primary school and kindergarten teachers were higher than those of vocational course teachers.

The importance of the subjective well-being of teachers, a profession parallel to self-dedication, in terms of both teaching competence and school loyalty is once again seen. It is especially important to support these characteristics, which increase with age, in every sense. Considering branch differences instead of general teacher seminars can contribute more to both their personal and professional development. Particularly, the fact that Physical Education, Art and Music teachers, who are included in the special talent branches, show higher teaching proficiency than vocational teachers, and their opportunities in this field can be improved even further. International internship programs, teacher exchanges and development sharing can be a support that will contribute to the subjective well-being of teachers both nationally and internationally.

### Limitations

This study has several limitations. First, the sample is limited to teachers in İzmir-Urla, which may affect the generalizability of the results. Additionally, the use of self-reported questionnaires may introduce subjective bias, as responses are based on personal perceptions. The study only considered demographic variables like gender, age, professional experience, and teaching branches, excluding other potential factors such as education level or family status. Furthermore, the categorization of teachers by broad subject groups may not fully capture the diversity within each discipline.

### Conflict of Interest Declaration

There is no conflict of interest in the study.

### Author Contribution Rates

Design of Study: SAE(%60), ÖG(%40)

Data Acquisition: SAE(%70), ÖG(%30)

Data Analysis: SAE(%70), ÖG(%30)

Writing Up: SAE(%50), ÖG(%50)

Submission and Revision: SAE(%70), ÖG(%30)

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