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An Analysis of the Relationship between Teachers' Subjective Wellbeing and Their Occupational Resilience

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Abstract. This research aims to determine teachers' perception levels regarding subjective well-being and their occupational resilience, and reveal the relationship between these two variables. Having a relational survey design, the research was carried out with teachers working at schools located within the province of Şanlıurfa in Turkey. The sample held a total of 346 teachers who work at different school types during the 2017-2018 academic year. Among the participants, 163 were women and 183 were men. This research deployed "Personal Information Form", "Teacher Subjective Wellbeing Questionnaire (TSWQ)" and "Occupational Resilience Beliefs Scale for Teacher Candidates" as data collection tools. The research data were analyzed through the use of SPSS 21 statistical package program. Frequency, arithmetic mean and standard deviation values were calculated in order to determine the teachers' perception levels regarding the subjective well-being and their occupational resilience. Pearson-Moment Product Correlation method was used to identify whether there was a significant relationship between the teachers' subjective well-being and their occupational resilience perception levels. Besides, multiple regression analysis was performed to determine as to whether the teachers' subjective well-being predicted their occupational resilience. Research findings revealed that the teachers' perception levels regarding subjective well-being and occupational resilience beliefs were quite high. A medium, positive and significant relationship was noted between the teachers' subjective well-being and their occupational resilience. The subjective well-being of the teachers was found to significantly predict the occupational resilience and explains 71% of the total variance.

Keywords: Happiness, subjective well-being, occupational resilience.

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1. INTRODUCTION

Teachers perform numerous tasks and activities such as carrying out education and training activities, following the rules of the civil service, entering classes regularly, fulfilling their responsibilities, communicating with school stakeholders, performing other duties assigned by the state, and adapting to the changes they face (Çetin, 2017). Teachers, encountering problems from time to time in performing these activities, are influenced by everything from work performance to health (Tagay, & Demir, 2015). While some teachers continue their work with full of power and energy despite the problems they face, others may feel powerless and imperious. It is probable that teachers' past experiences and personality traits play a vital role in demonstrating these behaviors. The fact that individuals exhibit different behaviors in their professional lives by evaluating their own lives from their own perspectives unearths the concepts of "resilience" and "subjective well-being".

Resilience is the transformation of the perception of stressful events into less stressful terms with the individuals' use of optimistic cognitive appraisals and adaptive coping strategies (Crowley Hayslip, & Hobdy, 2003). Resilience holds three dimensions such as commitment, control and challenge. Commitment is a sense of purpose and self-understanding developed by an individual with full engagement in activities rather than retreating into isolation. Control dimension reflects the belief that persons feel they have the power turn an unfortunate situation into an advantageous one. Challenge dimension is the idea that people see change as natural and an opportunity to continue to grow rather than as a threatening factor for security (Maddi et. al., 2006). Tagay and Demir (2015) defined teachers' occupational resilience as "the belief that they can adapt to the difficult conditions of the teaching profession and that they can cope with obstacles and maintain their commitment to the profession" (p. 1606). Teachers gain resilience competence as a result of overcoming risk factors with their internal and external protectors (Beltman, Mansfield, & Price, 2011; Ülker Tümlü, & Receptoğlu, 2013). The internal and external protectors of teachers are to have positive values, to develop a sense of humour, to be able to communicate, to be courageous, to be highly motivated, to manage emotions, to be successful (Price, Mansfield, & McConney, 2012), to take part in positive social relations, to be happy, to stay away from crime-oriented behaviors, well-being, acceptance by friends, life satisfaction, positive working environment, taking part in out-of-school activities (Ülker Tümlü, & Receptoğlu, 2013). It is of great importance in terms of the quality of education to examine the relationship levels of internal and external protectors and occupational resilience as well as the realization of improvement activities in this direction.

The relevant literature related to the teachers' occupational resilience showed that there was a positive relationship between occupational resilience and family and colleague support (Karakuş, & Ünsal, 2017), student support (Uçar, 2014), personal achievement (Chan, 2003), satisfaction with life (Ülker Tümlü, & Receptoğlu, 2013); a negative relationship with professional burnout (Azeem, 2010); no significant relationship with age and occupational seniority (Sezgin, 2012). In his research, Sezgin (2012) found that

teachers' psychological resilience levels did not significantly differ across their gender and branches. Likewise, Ülker Tümlü and Receptoğlu (2013) concluded that the instructors' psychological resilience levels did not significantly vary across their gender, age, marital status, title, year of service and the year of service in the university. This research is considered as significant by the researcher since there is no such a research that specifically makes an analysis of the relationship between happiness, well-being and life satisfaction which are related to "subjective well-being" and occupational resilience. Although subjective well-being is generally used synonymously with the concept of happiness in the related literature (Çelik, & Serter, 2017; Çetin, Turgut, & Sözen, 2015; Doğan, 2013; Kim-Prieto, Diener, Tamir, Scollon, & Diener, 2005; Şahin, Aydın, Sarı, Kaya, & Pala, 2012; Yurcu, & Atay, 2015), the term is also used as well-being (Yarcheski, Mahon, & Yarcheski, 2001), personal well-being (Edwards, 2000), psychological well-being (Oosterwegel, & Oppenheimer, 2002; Ryff, & Keyes, 1995), spiritual well-being (Kamya, 2000), emotional well-being (Dzokoto, Hicks, & Miller, 2007), quality of life, life satisfaction, well-being and positive affection (Aykaç, 2016). Though the meanings of these concepts are not completely the same, they are related concepts, referring to the happiness of the individual (Tuzgöl Dost, 2005). In the present research, "Subjective Well-Being" is used as an umbrella concept that entails other concepts as it is an individual's self-appraisal (Aykaç, 2016; Türkmen, 2012).

Diener (2000) defined subjective well-being as one's broader judgements about his or her life as a whole. Sasmoko et al. (2017) described the terms as cognitive and affective evaluations of people against their lives. Subjective well-being consists of satisfaction with life, the relative presence of positive emotions, and the absence of negative emotions (Myers and Diener, 1995). Türkmen (2012), in his study, modelled subjective well-being as a combination of satisfaction with life, positive affect and negative affect. While satisfaction with life constitutes the cognitive dimension of subjective well-being (Doğan, 2013; Türkmen, 2012), positive and negative affect refer to the affective dimension of the subjective well-being (Diener, 1984; Türkmen, 2012). Life satisfaction is the evaluation of an individual's life as good or bad (Lucas, & Diener, 2004). The affective dimension of subjective well-being is related to the emotions and mood of the individual (Türkmen, 2012). Positive affect signifies that an individual establishes positive relationships with people through having a positive mood and continues his/her life in the direction s/he wants (Diener, 2006). Positive affect includes emotions that indicate happiness such as joy and excitement, while negative affect refers to emotions implying unhappiness such as sadness, fear and anger (Doğan, 2013; Lucas & Diener, 2004). The relative presence of negative affect indicates that the individual perceives his/her own life as bad and affects the subjective well-being of the individual negatively (Diener, 2006). Individuals having positive emotions more than negative emotions may mean that individuals' subjective well-being is high (Diener, 2000; Şahin, 2011). Subjective well-being is affected by certain variables (Türkmen, 2012; Yurcu, & Atay, 2015). Some variables affecting subjective well-being are income, age, gender, health, education, personality, marriage, culture (Aykaç, 2016), religion, coping,

rumination (Şahin et al., 2012), self-esteem, parental attitude (Türkmen, 2012), genetics (Çetin et al., 2015). The effects of the variables that affect the subjective well-being of the individual may vary across individuals; moreover, they may also differ across different states, societies, different geographies, different cultures (Şeker, 2009). High levels of individuals' subjective well-being provide significant contributions to individuals in terms of individual and social life. These contributions are; health and longevity, productivity, work and income, positive organizational and social behaviors (Diener, & Ryan, 2009). The low level of subjective well-being can make the individual's life unhappy and hinder its functionality (Diener, 2006).

The studies on subjective well-being were found to be mostly related to university students' subjective well-being (Cenkseven Önder, & Mukba, 2017; Çelik, & Serter, 2017; Demirci, & Şar, 2017; Gündoğdu, & Yavuzer, 2012; Osmanoğlu, & Kaya, 2013; Sarı, & Çakır, 2016; Solmaz, 2014; Tuzgöl Dost, 2010; Türkmen, 2012). There are also studies related to the high school students' subjective well-being (Eryılmaz, 2010; Eryılmaz, & Aypay, 2011; Eryılmaz, & Öğilmiş, 2010; Öztürk, 2015; Sarı, & Özkan, 2016; Söner, & Yılmaz, 2018) and the subjective well-being of employees working at private companies (Çetin et al., 2015). However, there are limited studies regarding the teachers' subjective well-being such as teachers' life goals and social support (Öztürk, 2015), the predictive role of school life quality and burnout on subjective well-being (Cenkseven Önder, & Sarı, 2009), the Turkish adaptation of teacher subjective well-being scale (Ergün, & Nartgün, 2017), mobbing, subjective well-being and professional satisfaction (Aykaç, 2016), teachers' subjective well-being (Yakut, 2018). The first research on subjective well-being focused on the reasons of subjective well-being, the negative effects of stress, burnout on subjective well-being, while recent research has focused on the effects of subjective well-being and its positive relationship (positive relationship, healthy working environment, self-efficacy) (Diener, & Ryan, 2009; Renshaw, Long, & Cook, 2015)

In many countries, teachers fail in coping with the difficulties they face in the profession, they either leave the profession (Price, Mansfield, & McConney, 2012) or their performance decreases, thus adversely affecting their health (Tagay, & Demir, 2015). Teachers' perceptions of occupational resilience must be high in order to cope with these negativities (Karakuş, & Ünsal, 2017). However, teachers' occupational resilience has become a concern for the profession worldwide (Brouskeli, Kaltsi, & Loumakou, 2018). In addition, occupational resilience may tend to decrease over time (Brouskeli, Kaltsi, & Loumakou, 2018). The high level of teachers' occupational resilience increases teachers' commitment to the profession while decreasing their tendency to leave the profession, and plays a significant role in coping with the stress encountered while performing the profession (Sezgin, 2012). High level of teachers' subjective well-being provides various benefits to individuals and therefore to societies (Diener, & Ryan, 2009; Öztürk, 2015); moreover, it improves the quality of the education for the students and positively affects the relationship they will establish (Öztürk, 2015). Therefore, the determination of teachers' occupational resilience and subjective well-being levels as

well as the identification between these two concepts are of great need for the studies that will increase the quality of education. This research is expected to create a data set for the administrators and contribute to fill the gap in the relevant field. Thus, the overall objective of the research was to identify the relationship between the two variables by determining teachers' subjective well-being and their occupational resilience belief levels. In service of this objective, answers to the following questions were sought:

1. What is the level of teachers' subjective well-being?
2. What is the level of teachers' occupational resilience beliefs?
3. Is there a significant relationship between teachers' subjective well-being and their occupational resilience beliefs?
4. Does teachers' subjective well-being significantly predict their occupational resilience beliefs?

2. METHOD

Research Model

Having aimed at examining the relation between teachers' subjective well-being levels and their occupational resilience, this research used relational survey model, one of the quantitative research designs. The relational survey models are research models that aim to describe the relationships between two or more variables and the degree of this change (Karasar, 2005). The research data obtained from the variables through use of the measurement tools are analyzed by some statistical methods and the possible relationship between the variables is determined numerically (Creswell, 2014). Although the relationships found through survey method cannot be evaluated as cause-effect relationships, knowing the situation in one variable may help predict the other (Karasar, 2005).

Population and Sample

The research population consisted of Şanlıurfa province in Turkey. The sample held a total of 346 teachers who were selected by stratified sampling method. In stratified sampling, if the population is not homogenous and if there exists subgroups depending on certain criteria, then the subgroups are drawn from the main group. Subsequently, the data are obtained by random sampling from these subgroups (Karagöz, 2017; Yıldırım & Şimşek, 2011). During the sample selection process, the schools where the teachers work were grouped as primary, secondary and high schools. Among these groups, randomly selected schools were determined and the participation of volunteer teachers was ensured. Among the participants, 163 (47.1%) were female and 183 (52.9%) were male, while 117 (33.8%) were in primary school, 116 (33.5%) in secondary school, 113 (32.7%) were in high school.

Data Collection Tools

The research employed "Teacher Subjective Well-being Questionnaire (TSWQ)" and "Occupational Resilience Beliefs Scale for Teacher Candidates (ORBSTC)" as data collection tools with a view to identifying teachers' subjective well-being perceptions and their occupational resilience belief levels. Furthermore, this research deployed "Personal Information Form" developed by the researcher to determine the demographic characteristics of the teachers participating in the research. Prior to collecting the data, consent methods were approved for the permission from the researchers who developed and adapted the scales.

Teachers' subjective well-being scale

The scale developed by Renshaw, Long and Cook (2015) was adapted to Turkish by Ergün and Nartgün (2017). The "Teacher Subjective Well-being Scale" was characterized by 2 factors including "school connectedness" and "teaching efficacy" and 8 items. The school connectedness factor includes 1,3,5,7 items while teaching efficacy is composed of 2,4,6,8 items. The four-point Likert type response scale was ranked as almost always (4), sometimes (3), rarely (2), almost never (1). The Cronbach alpha internal consistency coefficient was found to be .789 for teaching efficacy factor, .810 for school connectedness factor and .824 for the whole scale. For the present study, the internal consistency coefficients were identified to be .814 for teaching efficacy factor, .806 for school connectedness factor and .854 for the overall scale.

Occupational Resilience Belief Scale for Teacher Candidates

The Occupational Resilience Belief Scale for Teacher Candidates (ORBSTC) developed by Tagay and Demir (2016) has a single structure with 26 items. The participants selected as a sample were those who were the final year education faculty students, who had school experience, who took teaching practice lesson and who experienced school livings. Thus, the researchers developing this scale pointed that the tool could be used for the teachers who were appointed by conducting validity and reliability studies (Tagay and Demir, 2016). The Cronbach alpha internal consistency coefficient of the scale was found to be .93. The internal consistency coefficient was recalculated for the present study and determined to be .896 for the whole scale. The five-point Likert type response scale was ranked as totally agree (5), agree (4), unsure (3), disagree (2), totally disagree (1).

Data Analysis

The research data were analyzed through use of SPSS 21 statistical package program. Frequency, arithmetic mean and standard deviation values were calculated for the purpose of determining teachers' subjective well-being and their occupational resilience perception levels. Besides, Pearson-Moment Product Correlation method was used to identify whether there was a significant relationship between the teachers' subjective well-being perception and their occupational belief levels. Multiple linear regression analysis was also conducted to determine whether teachers' subjective well-being significantly predicted their occupational resilience. Regression analysis is a type of

analysis that aims to explain the relationship between dependent variable (predicted) and independent variable (predicting variable) with a mathematical correlation (Çokluk, Şekercioğlu & Büyüköztürk, 2012). The independent variable of the current study is teachers' subjective well-being while the dependent variable is their occupational resilience. Multiple regression analyzes require that dependent and independent variables demonstrate normal distribution (Çokluk, Şekercioğlu & Büyüköztürk, 2012). The histogram and Q-Q plot graph were analyzed to determine whether the research data were normally distributed or not, and the data was assumed to be normally distributed as the number of data was over 30. In the interpretation of regression analyzes standardized Beta (β) coefficients and their t-test results were examined for their significance. During the statistical analysis of the findings, .05 significance level was taken as a criterion. The assessment range of the arithmetic means of teachers' subjective well-being scores was identified as $(4-1)/4 = 0.75$, and the range of arithmetic means of occupational resilience belief scores was determined as $(5-1)/5=0.80$ (Kan, 2009; 407). Accordingly, teachers' subjective well-being levels were determined by taking into account the score intervals as between 4.00-3.26 "very high", 3.25-2.51 "high", 2.50-1.76 "low", 1.75-1.00 "very low". On the other hand, teachers' occupational resilience perception levels were identified by considering the score intervals as follows: between 1.00-1.80 "very low", 1.81-2.60 "low", 3- 2.61-3.40 "medium", 4- 3.41-4.20 "high", 4.21-5.00 "very high".

3. FINDINGS

This part presents findings obtained after testing the research questions. The order of findings is the same with the order of research questions.

Findings Related to Teachers' Perceptions towards Subjective Well-Being

Table 1 depicts descriptive statistics regarding the overall scale and its factors, which was conducted in order to determine the teachers' subjective well-being perception levels.

Table 1

Arithmetic Mean, Standard Deviation and Range Values Regarding TSWQ Scores

Variable	N	\bar{X}	Sd	Range
Teaching efficacy	346	3.45	.475	Almost always
School connectedness	346	3.37	.541	Almost always
TSWQ Total	346	3.41	.461	Almost always

Upon examining Table 1, the arithmetic mean of the teaching efficacy factor of the subjective well-being scale was found to be “almost always” with 3.45 and the mean was at the range of almost always with 3.37 for the school connectedness factor. The overall arithmetic mean of the whole scale was determined to be 3.41, referring to “almost always”.

Findings Related to Teachers' Occupational Resilience Beliefs

Table 2 displays descriptive statistics regarding the second research question, which aims to identify teachers' occupational resilience belief levels.

Table 2

Arithmetic Mean, Standard Deviation and Range Values Regarding ORBSTC Scores

Variable	N	\bar{X}	Sd	Range
Occupational Resilience	346	4.35	.474	Totally agree

As is seen in Table 2, the arithmetic mean of the scores obtained from the teachers' occupational resilience scale was 4.35. The range value of this arithmetic mean was at the level of “totally agree”.

Findings on Whether There is a Significant Relationship between Teachers' Subjective Well-Being and Their Occupational Resilience Levels

The third research question of the research was to determine whether there was a significant relationship between teachers' subjective well-being and their occupational resilience perception levels. Accordingly, Table 3 presents the results of the Pearson-Moment Product Correlation.

Table 3

Pearson Product-Moment Correlation Results Regarding the Relationship between TSWS and ORBSTC Scores

Variables	Occupational Resilience	Teaching Efficacy	School Connectedness	TSWS Total
Occupational Resilience	1	.615**	.822**	.571**
Teaching Efficacy	.615**	1	.563**	.860**

School Connectedness	.822**	.563**	1	.486**
TSWS Total	.571**	.860**	.486**	1

When the factors of the teachers' subjective well-being scale were examined together, there existed a medium level relationship between teaching efficacy and school connectedness ($r = .563$). A medium and positive relationship was found between teachers' occupational resilience and their subjective well-being ($r = .571$). Accordingly, it may be wise to mention that as the teachers' subjective well-being increases, their occupational resilience levels will also increase in the same direction.

Findings Related to Whether Teachers' Perceptions towards Subjective Well-Being Predicted Their Occupational Resilience Belief Levels

The fourth research question of the research was to find out whether teachers' subjective well-being perception levels were a significant predictor of their occupational resilience. In this regard, regression analysis results are presented in Table 4.

Table 4

Regression Analysis Results Regarding Whether Teachers' Subjective Well-being Levels Predict Their Occupational Resilience Levels

Variables	B	S. h	β	t	p	Binary r	Multiple r
Stable	.846	.123		6.85	.000		
Teaching Efficacy	.086	.059	.087	1.45	.147	.615	.078
School Connectedness	.610	.031	.697	20.00	.000	.822	.734

($R = .846$ $R^2 = .716$ Adjusted $R^2 = .714$ $F = (77.517) = 287.922$ $p = .000$)

Table 5 suggests that teaching efficacy and school connectedness variables explained approximately 71% of the total variance of the teachers' occupational resilience score ($R = .846$ $R^2 = .716$ $P < .05$). According to the standardized regression coefficient (β), school connectedness (.697) became much more prominent in terms of the relative significance of predictive variables on occupational resilience, while teaching efficacy (.087) became less significant. Therefore, even though teaching efficacy is related to teachers' subjective well-being, it loses its significance and becomes meaningless when it interacts with school connectedness. The t-test results regarding the significance of the regression coefficients showed that the school connectedness variable was a significant predictor of occupational resilience. According to the results of the regression analysis, the

regression equation (mathematical model) for predicting teachers' occupational resilience is formulated as follows.

$$\text{Occupational Resilience} = .846 + .086 \text{ Teaching Efficacy} + .610 \text{ School Connectedness}$$

4. RESULTS, DISCUSSIONS AND SUGGESTIONS

Research findings revealed that teachers' subjective well-being perception levels were "very high". Since there is no such a research in Turkey specifically published on making an analysis of teachers' subjective well-being perception levels, this research finding was not discussed by comparing it with the other results. Sasmoko et al. (2017) concluded that the teachers' subjective well-being was at medium level in Indonesia. The high level of teachers' subjective well-being in the present research may be due to the fact that teachers were assigned to the profession and they may be performing their professions. As the gap between people who may be teachers according to the criteria set by the government in Turkey and those who were appointed is wide, the supply and demand balance deteriorated and employment problems emerged (Aydın, Sarier, Uysal, Özoğlu, & Özer, 2014; Çınkır, & Kurum, 2017). This situation causes various problems such as unemployment, working in different jobs, living problems, burnout, difficulty in marriage period, and environmental pressure among the unassigned pre-service teachers (Çınkır, & Kurum, 2017). The participants of the research implied that they could have also faced these problems if they were not appointed. Teachers do not experience these problems while performing their profession. Thus, the teachers' subjective well-being perception levels were found to be high in the research. Gündoğdu and Yavuzer (2012) stated that subjective well-being was negatively affected by anxiety about finding a job and economic problems, whereas opportunities had a positive effect on subjective well-being. The high level of the teachers' subjective well-being means that the basic needs of the teachers are met, positive emotions are often experienced and the negative emotions are rarely experienced, and they are more competent and capable of being models for their students (Gündoğdu, & Yavuzer, 2012). High levels of subjective well-being make significant contributions to teachers and social life. These contributions are; health and longevity, productivity, work and income, productivity, positive organizational and social behaviour (Diener, & Ryan, 2009). Diener and Scollon (2014) emphasized that subjective well-being is paramount in health and social relations. High levels of teachers' subjective well-being will positively affect their teaching style and the relationship with their students (Öztürk, 2015). Besides, high levels of subjective well-being are expected to positively affect schools in terms of various aspects (Yurcu, & Atay, 2015).

Research findings suggested that teachers' occupational resilience belief levels were "very high", meaning that teachers can easily cope with the problems and stress they face in their professionals. Because teachers with a high level of occupational resilience can sustain their jobs effectively and successfully without being affected by stress factors

(Karakuş, & Ünsal, 2017; Maddi et al., 2006; Sezgin, 2012). Çelikten, Şanal and Yeni (2005) listed the characteristics of effective teachers, and the most prominent of them are being patient, being resistant to events and suppressing their emotions. High level of teachers' occupational resilience may indicate that they will be effective teachers. Unlike the present study, Sezgin (2012) noted that the primary school teachers had "medium" level of psychological resilience. Karakuş and Ünsal (2017) and Uçar (2014) found that special education teachers' psychological resilience was at "very high" level. The reason why the result of this study differed from the results of these three studies may be due to the province the study was carried out, the scale, the demographic characteristics and branches of the teachers.

This research identified a medium level positive relationship between teachers' subjective well-being and their occupational resilience. Teachers' subjective well-being significantly predicted their occupational resilience and explained 71% of total score variance. Likewise, Brouskeli, Kaltsi and Loumakou (2018) also reported a positive relationship between occupational resilience and subjective well-being. The fact that subjective well-being predicted occupational resilience can be said to be an expected result in terms of the definition of concepts, affecting factors. The relevant literature exhibits numerous factors associated with subjective well-being (Asıcı, & İkiz, 2018; Demirci, & Şar, 2017; Diener, & Ryan, 2009; Doğan, 2013; Sarı, & Çakır, 2016; Serter, & Yamaner, 2017; Şahin et al. 2012; Türkmen, 2012; Türkdoğan, & Kuru, 2012; Uche, & Ngwu, 2017). These are; income, age, gender, health, education, personality, marriage, culture (Aykaç, 2016), religion, coping skill, rumination (Şahin et al., 2012), self-esteem, parental attitude (Türkmen, 2012), genetics (Çetin et al., 2015), social relations (Uche, & Ngwu, 2017). Besides, there exists various factors related to occupational resilience in the literature (Chan, 2003; Gökmen, 2014; Karakuş, & Ünsal, 2017; Sezgin, 2009). These are; positive values, humour, relationship skills, courage, high motivation, managing emotions (Price, Mansfield, & McConney, 2012), positive social relations, happiness, staying away from crime-oriented behaviors, being good, welcomed by friends, life satisfaction, positive working environment, taking part in out-of-school activities (Ülker Tümlü, & Receptoğlu, 2013), social support (Karakuş, & Ünsal, 2017), personal achievement (Chan, 2003; Price, Mansfield, & McConney, 2012). Some common variables associated with subjective well-being and occupational resilience may have led to a positive relationship between these two concepts. Based upon the research findings, various recommendations were provided:

1. Research results revealed that teachers' perceptions towards subjective well-being and their occupational resilience beliefs were at very high level. The underlying reasons may be revealed through qualitative research.
2. In-school and out-of-school activities may be conducted to keep teachers' subjective well-being and their occupational resilience belief levels at a high level so that they can perform their jobs better.

3. There are few studies on the teachers' subjective well-being in the related literature. Variables related to teachers' subjective well-being may be determined through quantitative and qualitative research.
4. Qualitative research may be carried out with regard to the contributions of subjective well-being and occupational resilience to teachers.
5. Studies and researches may be carried out on the subjects such as economy, positive school environment, social support and counselling which are thought to increase teachers' occupational resilience.
6. This research sought whether teachers' subjective well-being predicted their occupational resilience beliefs. Other studies can be conducted to examine genetic, personal characteristics and environmental factors that will determine teachers' occupational resilience perceptions.

This research is limited to the data obtained from 346 teachers working in Şanlıurfa during the 2017-2018 academic year through the TSWS and ORBSTC.

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