

# Relationship between Work Resources and Teachers' Job Well-being

<sup>\*1</sup>Zalifah Sidek, <sup>2</sup>Shahlan Surat and <sup>3</sup>Faridah Mydin Kuty

**Abstract---** *Work resources contribute job's motivation as they help in teachers' self-development and well-being. This support of work resources leads to teachers' retention and increase in motivation throughout the day. The resources found at work can contribute to the teachers' well-being psychologically and their job satisfaction in schools. On the other hand, a lack of resources can cause teachers' emotional, spiritual and physical problems because they are unable to meet the demands of their day-to-day work. This study was conducted to identify the relationship between work resources and teachers' well-being. Respondents consisting of 460 teachers were selected through a proportionate stratified random sampling technique. Instruments using the 5-point and 7-point Likert scales were analyzed using Structural Equation Model Analysis (SEM) to identify the relationship of work resources variables with teacher job well-being. The findings show that work resources have a significant relationship with teachers' well-being. Support from administrators, colleagues and good relationships between teachers and pupils are valuable and contribute significantly to teachers' psychological health. In fact, it has contributed to the retention of high-quality work and teachers' well-being.*

**Keywords---** *Teachers' Well-Being, Work Resources, Structured Equality Model.*

---

## I. INTRODUCTION

Employee's well-being plays an important role in an organization as it helps achieve the organization's goals (Rodriguez-Munoz & Sanz-Vergel, 2013). Well-being in workplace is associated with work resources from social support. Work resources are a form of support that serve as motivation and job satisfaction. Thus, work resources through social support from administrators, colleagues and pupils have become invaluable support and contributed to the rapid impact on teachers' healthy emotions and enjoyable work experiences (Collie et al., 2015; Aziah & Hong, 2015; Zuhaili & Ramlee, 2017). According to Wagner and French (2010), teachers' well-being has a significant impact on teachers' healthy emotions and positive attitudes. That is to say healthy emotions and psychology can build and shape positive relationships among colleagues, administrators and pupils. Besides, confidence in the profession and motivation in school activities engagement can also be shown by teachers (Zaki, 2016). Thus, this positive and balanced emotional development has contributed to the development of a positive learning process and has focused on the main goals of teaching (Zaki, 2016; Lovewell, 2013).

However, the present challenges in teaching profession include various issues such as pupils' discipline, workload and administrative tasks have caused teachers to feel stressed and dissatisfied with work. Teachers are disappointed

*Faculty of Education, National University of Malaysia.*

*\*Corresponding Author Email: drshahlan@ukm.edu.my*

with the organization and the administrators. This situation is becoming more complicated and worse when the administrators are unconcerned, less understanding and do not appreciate teacher's work which contribute to the stress (Hong & Aziah, 2015). This is why resources are highly important to teachers as support and motivation to sustain and reduce the pressures faced by teachers. It is said that work resources have a positive relationship on teachers' well-being (Murray et al., 2015; Sapora, 2010; Zamzam & Nor Azila, 2011).

Job's well-being serves as a catalyst for teachers' active participation in working environment such as physical activity, creative delivery of teaching and learning as well as stimulating pupils' mind and their engagement in fun learning (Chen, 2014; Yin et al., 2016). Career and the environment in workplace can encourage an individual's emotion, health and quality of life (Jayasinghe 2017; Thompson et al., 2012; Collie et al., 2015). Positive working environment also influences well-being in work engagement as it contributes to positive thoughts and attitudes at work, healthy self-esteem, job satisfaction and tendency to make healthy decisions, positive and affective reactions (Collie et al., 2016; Zaki, 2015). These help an employee achieve personal potential in performing the job well (Dane & Brummel, 2014).

The school-working environment offers a variety of job demands that require teachers to be high emotion in terms of thinking and self-esteem at work. Supports from administrators, colleagues and having good relationships between pupils are important factors for teachers to balance with the stresses and challenges of their work (Yin et al., 2016; McCallum & Price, 2010; Engels et al. 2004). In addition, the role of supports provides motivation for teachers to meet the challenges of daily work. Support does not only motivate but also helps teachers to cope with work stresses in a positive way (Frenzel et al., 2016). Challenges and pressures from the physical, psychological, social or organizational aspects of work can lead to increased work stress, hinder achievement of work goals and interfere with teacher health, student learning and educational development (Bakker, 2011; Hakanen et al., 2008). This social support also contributes to job satisfaction and active involvement of teachers in school's organizations.

Nielsen (2015) claims that social support has a significant and positive relationship in an organization. Support from administrators and colleagues is crucial in education as it promotes a positive attitude towards teachers (Wagner & French, 2010) and creates a fun and satisfying experience. This work resource is a valuable support and contributes to teachers' psychological health (Frey et al., 2003; May et al., 2004). This is because in order to achieve the goals of the job, the work demands that are faced must be minimized and addressed. Based on the studies done by Salanova et al. (2003), Llorens et al. (2005), and Salanova et al. (2005), it showed that the primary work resources in teaching profession is the social support system. Teachers increase job performance, maintain a high level of engagement, are innovative, and achieve their goals due to receiving management support, great organizational climate and good colleague support in every challenge they face (Bakker et al., 2007).

It is highlighted that when teachers are getting less support from administrators, their work stress is getting higher. On the contrary, teachers who are supported by the administrators will influence the organization with their positive attitude. Teamwork and negotiations among administrators and teachers led to a decrease in conflict within the organization. Support from administrators can also reduce teachers' exposure to burnout (Ferguson et al., 2017) and

reduce burnout (Qin & Zhu, 2007). On the other hand, in terms of job satisfaction, they are less likely to experience stress when they often share stress with administrators (Ferguson et al., 2017). Administrator support does not only decrease the negative impact on work experience but also improves the psychological level as well as employee's performance (Mayo et al., 2012; Sloan, 2012). Blanch and Aluja (2012) found that higher perceptions of administrative support can reduce employee's dissatisfaction. Sloan (2012) indicated that colleague support reduces employee stress from exposure to bullying by customers, administrators and colleagues.

A colleague is a person who has a strong influence on the performance of other colleagues. Support from colleagues can help reduce the stress of work-related problems, help guide and provide support for solving problems, as a place to share interpersonal needs, cooperation and training (Menguc & Boichuk, 2012). In particular, colleagues contribute to the emotional support and empathy of their colleagues to help teachers reduce burnout and reduce other teachers' inadequacies. Communication among teachers about work and non-work can help prevent a teacher's negative feelings about work and organization. There will even be friendly relationships between teachers and developmental tendencies of trust and empathy between colleagues (Halbesleben & Wheeler, 2012). Positive relationships encourage teachers to foster their emotion and psychology well-being as well their colleagues. Eventually, friends who receive mutual support are more likely to develop a strong personal spirit through the encouragement of co-workers. In addition, support from colleagues can also improve teachers' performance. High quality relationships with colleagues are positively related to personal progressive achievement (Fernet et al., 2010). The quality of the relationship among teachers can develop and impact low levels of exhaustion.

The teachers' experience in the classroom with the pupils can have a negative or positive effect on teachers' well-being. The close relationship among pupils in the classroom provides an experience of positive beliefs and emotions among teachers and pupils (Spilt et al., 2011). Teachers who maintain good relationships with pupils in the classroom feel that they are very close because they can share the stories with the teacher, show respect to the teacher and gain the respect from the pupils through the built-in relationship (Hargreaves, 2000). This positive experience creates excitement for teachers and pupils and builds positive emotional well-being on both sides (O'Connor, 2008). In fact, the teacher-pupil quality relationships contribute to the functions and problems that affect pupils at school and in the classroom (Pianta, 2001).

## II. METHODOLOGY

This study intends to:

1. Identify the relationship between work resources and teachers' job well-being.

H1: there is correlation between work resources and teachers' job well-being.

### 1) Sample

Work resources are independent variables while teachers' well-being as dependent variables. The population of the study consists of secondary school teachers in the Klang Valley. A total of 500 questionnaires were distributed and only 460 questionnaires could be used for this purpose. The identity of the respondents is confidential, and the

respondents' answers are for the purpose of this study only. 99 (21.5%) of the teachers were male teachers while 78.5% were 361 female teachers. This study used a proportionate stratified random sampling technique.

## 2) TOOL

The research instrument has been divided into two parts, namely measuring teachers' well-being and work resources. Job well-being is measured in terms of job satisfaction and burnout. For the job satisfaction instrument, the researcher adapted the questionnaire from the Teacher Job Satisfaction Questionnaire (Lester, 1987) and the burnout scale was measured using the Maslach Burnout Inventory instrument (MBI-HSS) (Maslach & Jackson, 1996). Meanwhile, the instruments for measuring work resources consist of social support systems and teacher-pupil relationships. The social support measurement scale consists of administrators and colleagues using the Lester (1987) Teacher Job Satisfaction Questionnaire instrument. The scale for measuring teacher-pupil relationships was adapted from the Student Teacher Relationship Scale (Pianta, 1992).

The scale for measuring the teachers' well-being consists of 39 items namely 29 items measuring job satisfaction and 10 items measuring burnout. 5-point Likert scale was used to measure job satisfaction and burnout was measured using 7-point Likert scale. Meanwhile, the work resources were measured using 5-point Likert scale.

According to Creswell (2005), the validity and reliability of instruments is tested using Cronbach's alpha coefficient ( $\alpha$ ). The researcher has used the value of ( $\alpha$ ) 0.60 and above as the reliability index of the research instrument. For a survey of 0.60 coefficients, it is suitable (Hair et al., 2010) that the instruments used were of high validity and reliability and produced good research. Cronbach's alpha ( $\alpha$ ) reliability for teachers' -well-being is 0.863, sub-construct job satisfaction is 0.829 and burnout is 0.827 while work resource is 0.890, social support system is 0.855 and teacher-pupil relationship is 0.798.

The data were analyzed using descriptive and inferential analysis methods. Descriptive statistics analysis includes mean values, percentages and frequency to describe demographic characteristics such as gender, age and work experience. Meanwhile, inferential analysis involves bivariate and multivariate analysis. This analysis uses structural equation modelling (SEM) software to test the hypotheses of the study and to test the model in identifying the relationships between the variables.

## III. RESULTS AND ANALYSIS

After the analysis, data outliers, missing data and straight lining are conducted on the collected data, to determine the relationship between teachers' work resources and teachers' well-being, Pearson correlation analysis was carried out.

Table 1. Pearson correlation of social support systems and teacher-pupil relationships towards teachers' burnout and job satisfaction

Variables	1	2	3	4	5	6	7	8	9
Social support system	.184**	.118*	1						
Teacher-student relationship	-.006	.052	.376**	1					
Burnout	.056	.077	.159**	.010	1				
Job satisfaction	.131**	.131**	.343**	.256**	.275**	.322**	.308**	1	

\* $p < .05$ \*\* $p < .001$ 

Table 1 shows that there was a significant relationship between social support system and teachers' burnout ( $r = .159$ ,  $p < 0.05$ ), social support system and teachers' work satisfaction ( $r = .343$ ,  $p < 0.05$ ), teacher-pupil relationship and teachers' work satisfaction ( $r = .256$ ,  $p < 0.05$ ), and burnout and teachers' work satisfaction ( $r = .275$ ,  $p < 0.05$ ). However, there was no relationship between teacher-pupil relationship and teachers' burnout ( $r = 0.010$ ,  $p > 0.05$ ).

The SEM analysis shows that there is a significant relationship between work resources and teachers' well-being. The finding revealed that the relationship between work resources and teachers' well-being ( $\beta = 0.565$ ,  $t = 5.243$ ,  $p < 0.05$ ) was significantly associated with emotional and job satisfaction among teachers. The Null hypothesis ( $H_0$ ), there is no significant relationship between work resources and teachers' well-being was rejected. In conclusion, work resources are a contributing factor to the teachers' well-being. This shows that high employment of work resources has great impact on teachers' well-being.

The findings from the analysis of the relationship between work resources and teachers' well-being indicate that the value of chi square is  $\chi^2 = 2011.452$ ,  $\chi^2 / df = 4.363$ ,  $p = 0.000$ , RMSEA = 0.086, CFI = 0.900 and TLI = 0.900. These indices indicate that the structural models analysed are compatible. The model fit values meet the fit index as suggested by the previous researchers that is  $\chi^2 / df < 5.0$ ,  $p > 0.05$ , RMSEA  $< 0.08$ , CFI  $> 0.90$  and TLI  $> 0.90$  (Awang, 2012).



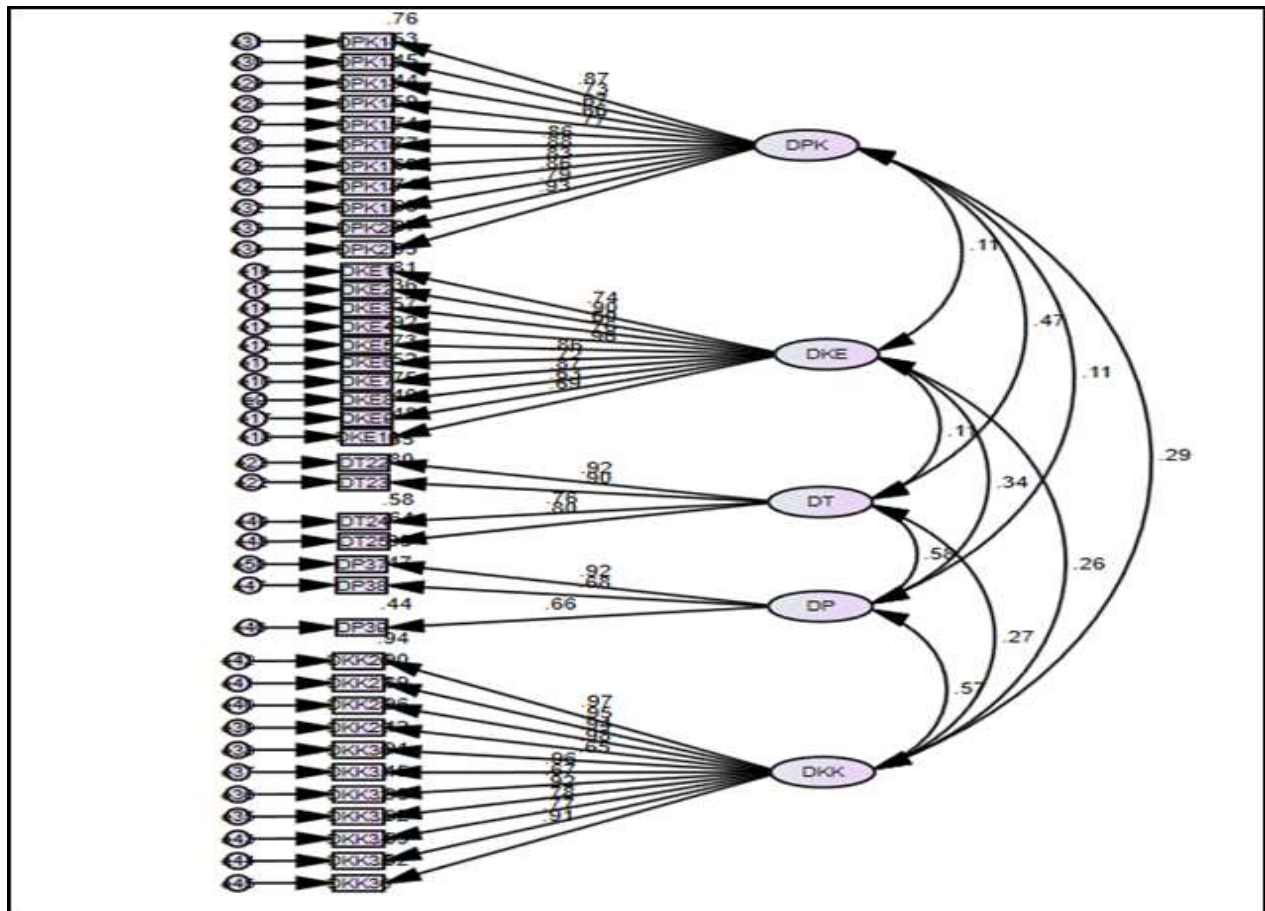


Figure 2. Measurement model of work resources

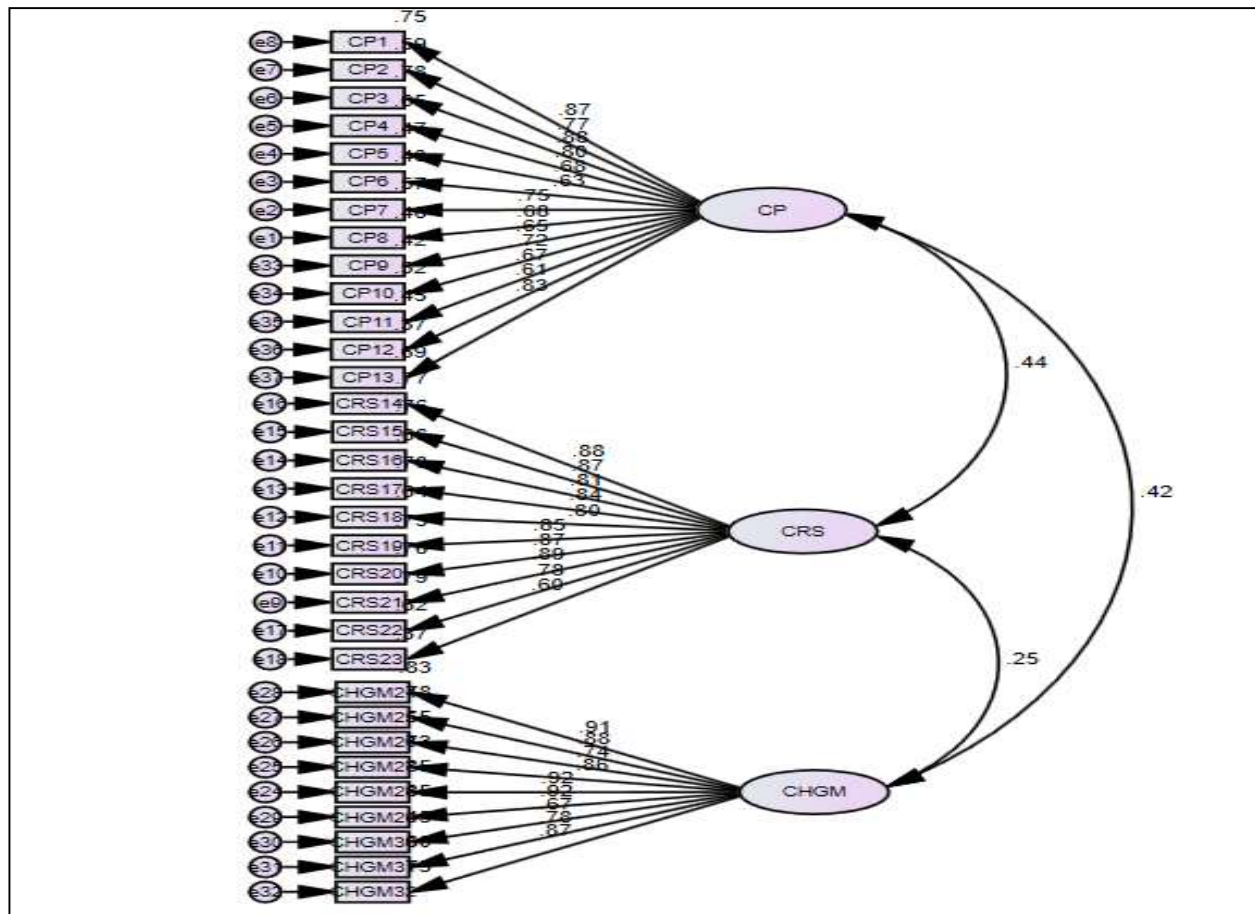


Figure 3. Measurement model of teachers' well-being

## IV. DISCUSSION

This study examines the relationship between work resources and teachers' well-being. The analysis of the study shows that work resources have a significant relationship with the teachers' well-being. The implications of the finding suggested that work resources from based on social supports from administrators, colleagues and teacher-student relationships, have contributed to the teachers' well-being. The social support system shows that burnout and job satisfaction have a significant relationship with the teachers' well-being. This finding shows that the teachers' well-being depends on the control of work resources that has contributed to teachers' motivation in schools. In addition, the control of individual teachers' work is crucial in maintaining quality work performance as well as maintaining teachers' well-being in school. This control affects the retention or job satisfaction as well as reducing teachers' burnout. The findings of this study support the findings of previous studies (Ferguson, Mang & Frost, 2017; Fiorilli et al., 2016;) which stated that work resources significantly supported and contributed to employees' psychological well-being.

Interestingly, social support resources (sub-constructs of teachers' work resources) from administrators showed a significant impact on teachers' work satisfaction. Job satisfaction affects the teachers' well-being. The effect of this relationship on job satisfaction is through the factor of autonomy intervention. Responsible administrators will provide opportunities for teachers to be more autonomous in making school policy decisions and allowing teachers to take

Faculty of Education, National University of Malaysia.

\*Corresponding Author Email: drshahlan@ukm.edu.my

initiative. The theory of SDT has explained that autonomous support helps employees gain competencies and relationships for motivational needs and facilitates the satisfaction of experience and competence gained. Thus, this satisfaction positively affects employees' motivation and well-being (Deci & Ryan, 2002). Supports among autonomy, social relations and competence lead to self-motivation and job's well-being (Deci & Ryan, 2002; Collie, 2014). Therefore, the need for satisfaction has been proven to be a contributor to well-being and to have a direct connection towards various organizational outcomes as well as supporting meaningful emotions. Thus, this study also supported the studies done by Murray et al. (2015), Sapura (2010) and Zamzam and Nor Azila (2011).

As in the teacher-pupil relationship in the classroom, it is associated with the quality of the relationships established in determining the present teachers' work satisfaction in teaching and learning. The supports from administrators and colleagues are essential for teachers to maintain their motivation and enthusiasm to work and to perform daily tasks. Thus, supports from the work resources gained from this relationship serves as teachers' quality control and the preservation of teachers' well-being in school.

## V. CONCLUSION

Specifically, factors such as administrators, colleagues and student-teacher relationships are highly influential and play an important role towards the well-being of employees of an organization. In a harmonious school environment, positive attitudes, mutual responsibility and caring towards colleagues are a good support for well-being and thus build a quality and ideal teacher's identity. Meanwhile, top management in the organization also has a profound influence on teachers' emotional well-being and affects teachers' work satisfaction.

Based on the findings of the study, the researchers identified issues that could be addressed and explored in future studies. This study is a survey study and employs quantitative research method. Thus, the findings can only reveal the relationship between the variables. Therefore, in order to gain a deeper understanding of teachers' well-being, qualitative methods should be conducted in future studies. For the purpose of in-depth study, qualitative research methods such as ethnographic methods through interviews or participant observation should be conducted. These methods are recommended due to the phenomena occurred in the school which are real and natural setting are clear from researcher's point of view.

## REFERENCES

- [1] Awang, Z. (2012). Structural equation modeling using AMOS graphic. Selangor: UiTM Press.
- [2] Bakker, A.B., & Demerouti, E. (2007). The job demands-resources model: State of the art. *Journal Management. Psychology*, 22: 309–328.
- [3] Bakker, A.B. (2011). An evidence-based model of work engagement. *Current Direction in Psychological Science*, 20 (4): 265-269.
- [4] Bakker, A.B., Demerouti, E., & Schaufeli, W. (2003). Dual processes at work in a call centre: An application of the job demands–resources model. *European Journal of Work and Organizational Psychology*, 12 (4): 393-417.
- [5] Bandura, A. (1977). Self efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84, 191-215.
- [6] Bandura, A. (1997). *Self-Efficacy: The Exercise of Control*. New York: W. H. Freeman.
- [7] Bassi, M., & Fave, A.D. (2012). Optimal Experience among Teachers: New Insights into the Work Paradox. *Journal of Psychology*, 146 (5): 533–557.



- [8] Bird, J.M., & Markle, R.S. (2012). Subjective well-being in school environments: Promoting positive youth development through evidence-based assessment and intervention. *American Journal of Orthopsychiatry*, 82 (1): 61-66.
- [9] Chen, J. (2014). Work stress and employee well-being: The critical role of Zhong-Yong. *Asian Journal of Social Psychology*, 17 (2): 115-127.
- [10] Clark, K. (2010). The Extreme School Makeover. *US News and World Report*, 147 (1): 25-31.
- [11] Collie, R.J., Shapka, J.D., Perry, N.E., & Martin, A.J. (2015). Teacher well-being: Exploring its components and a practice-oriented scale. *Journal of Psychoeducational Assessment*, 33 (8): 744-756.
- [12] Cynthia, F. (2010). Happiness at work. *International Journal of Management Reviews* 12: 384-412.
- [13] Davis, H.A. (2003). Conceptualizing the role and influence of student-teacher relationships on children's social and cognitive development. *Educational Psychologist*, 38, 207-234.
- [14] Davis, H.A. (2006). Exploring the contexts of relationship quality between middle school students and teachers. *Elementary School Journal*, 106, 193-223.
- [15] Day, C., & Leitch, R. (2001). Teachers' and teacher educators' lives: The role of emotion. *Teaching and Teacher Education*, 17 (4): 403-415.
- [16] Deci, E.L., & Ryan, R.M. (2002). *Handbook of self-determination research*. New York: University of Rochester Press.
- [17] Deci, E.L., & Ryan, R.M. (2008). Self-determination theory: A macrotheory of human motivation, development, and health. *Canadian Psychology/Psychologie Canadienne*, 49: 182-185.
- [18] Demerouti E., Bakker A.B., Nachreiner F., & Schaufeli, W.B. (2001). The job demands-resources model of burnout. *Journal of Applied Psychology*, 86 (3): 499-512.
- [19] Demerouti, E., Bakker, A.B., Nachreiner, F., & Schaufeli, W.B. (2001). The job demands resources model of burnout. *Journal of Applied Psychology*, 86 (3): 499-512.
- [20] Dicke, T., Stebner, F., Kunter, M., & Leutner, D. (2017). A longitudinal study of teachers' occupational well-being: Applying the job-demands resources model. *Journal of Occupational Health Psychology*, 23 (2): 262-277.
- [21] Diener, E. (1984). Subjective well-being. *Psychological Bulletin*, 95: 542-575.
- [22] Engels, N., Aelterman, A., Van Petegem, K., & Schepens, A. (2004). Factors which influence the well-being of pupils in Flemish secondary schools. *Educational Studies*, 30: 127-143.
- [23] Fernet, C., Gagné, M., & Austin, S. (2010). When does quality of relationships with co-workers predict burnout over time? The moderating role of work motivation. *Journal of Organizational Behavior*, 31 (8): 1163-1180.
- [24] Frenzel, A.C., Pekrun, R., Goetz, T., Daniels, L.M., Durksen, T.L., Becker-Kurz, B., & Klassen, R. (2016). Measuring enjoyment, anger, and anxiety during teaching: The teacher emotions scales (TES). *Contemp. Educ. Psychol.*, 46: 148-163.
- [25] Greenglass, E.R., Burke, R.J., & Konarski, R. (1997). The impact of social support on the development of burnout in teachers: Examination of a model. *Work & Stress*, 11 (3): 267-278.
- [26] Hair, J.F., Anderson, R.E., Tatham, R.L., & Black, W.C. (2010). *Multivariate Data Analysis*. New Jersey: Prentice Hall.
- [27] Hakanen, J.J., Schaufeli, W.B., & Ahola, K. (2008). The job demands-resources model: A three-year cross-lagged study of burnout, depression, commitment, and work engagement. *Work & Stress*, 22: 224-241.
- [28] Halbesleben, J.R.B., & Wheeler, A.R. (2012). To invest or not? The role of co-worker support and trust in daily reciprocal gain spirals of helping behavior. *Journal of Management*, 41 (6): 1628-1650.
- [29] Hargreaves, A. (1998). The emotional practice of teaching. *Teaching and Teacher Education*, 14 (8): 835-854.
- [30] Helms-Lorenz, M., & Maulana, R. (2015). Influencing the psychological well-being of beginning teachers across three years of teaching: Self-efficacy, stress causes, job tension and job discontent. *Educational Psychology*, 36 (3): 569-594.
- [31] Henson, R.K. (2001). Teacher Self-efficacy: Substantive Implications and Measurement Dilemmas. <https://files.eric.ed.gov/fulltext/ED452208.pdf>.
- [32] Hong, O.C., & Aziah, I. (2015). Sokongan pihak pengurusan sekolah terhadap tekanan kerja guru di sekolah kebangsaan dan sekolah jenis kebangsaan Cina. *Jurnal Kepimpinan Pendidikan*, 2 (2): 42-57.
- [33] Hoy, A.W., & Spero, R.B. (2005). Changes in teacher efficacy during the early years of teaching: A comparison of four measures. *Teaching and Teacher Education*, 21 (4): 343-356.
- [34] Jati, A. (2010). Subjective Well-Being (Kesejahteraan Subjektif) dan Kepuasan Kerja pada Staf Pengajar (Dosen) di Lingkungan Fakultas Psikologi Universitas Diponegoro. *Jurnal Psikologi Undip*, 8 (2): 117-123.

- [35] Jawahar, I.M., Stone, T.H., & Kisamore, J.L. (2007). Role conflict and burnout: The direct and moderating effects of political skill and perceived organizational support on burnout dimensions. *International Journal of Stress Management*, 14 (2): 142-159.
- [36] Kementerian Pelajaran Malaysia (KPM). (2012). Laporan Awal Pelan Pembangunan Pendidikan Malaysia 2012-2025. Putrajaya: KPM.
- [37] Kerlinger, F.N. (1986). *Statistical Analysis: An Interdisciplinary Introduction to Univariate and Multivariate Methods*. New York: Radius Press.
- [38] Kinman, G., Wray, S., & Strange, C. (2011). Emotional Labour, Burnout and Job Satisfaction in UK Teachers: The Role of Workplace Social Support. *Educational Psychology*, 31 (7): 843–856.
- [39] Kline, R.B. (2005). *Principles and Practice of Structural Equation Modelling*. New York: Guildford Press.
- [40] Koomen, H.M.Y., Verschueren, K., & Thijs, J.T. (2006). Assessing aspects of the teacher–child relationship: A critical ingredient of a practice-oriented psycho-diagnostic approach. *Educational and Child Psychology*, 23: 50-60.
- [41] Kyriacou, C. (2001). Teacher stress: Directions for future research. *Educational Review*, 53: 27-35.
- [42] Lanner, M. (2010). Contributing factors to teacher satisfaction for Jewish day school educators. PhD thesis, New York: Yeshiva University.
- [43] Lazarus, R.S., & Folkman, S. (1987). Transactional theory and research on emotions and coping. *European Journal of Personality*, 1 (3): 141-169
- [44] Lovewell, K. (2013). Why well-being for teachers important? Teacher Development Trust. National Teacher Enquiry Network Easter, 2013.
- [45] Maslach, C., & Jackson, S. (1996). *Maslach burnout inventory—general survey (MBIGS)*. Maslach burnout inventory manual, Minnesota: Consulting Psychologists Press.
- [46] Mayo, M., Sanchez, J.I., Pastor, J.C., & Rodriguez, A. (2012). Supervisor and co-worker support: A source congruence approach to buffering role conflict and physical stressors. *International Journal of Human Resource Management*, 23 (18): 3872-3889.
- [47] McCallum, F., & Price, D. (2010). Well teachers, well students. *Journal of Student Well-Being*, 4 (1): 19-34.
- [48] Md Lazim, M.Z., Faizuniah, P., & Siti Zubaidah, O. (2012). Peranan tekanan kerja sebagai penyederhana dalam hubungan antara sokongan organisasi dengan pengekalan pekerja. *Jurnal Pengurusan*, 36: 33-44.
- [49] Mehdihezah, V. (2012). Relationship between High School teachers' wellbeing and teachers' efficacy. *Acta Scientiarum Education*, 34 (2): 233-241.
- [50] Menguc, B., & Boichuk, J.P. (2012). Customer orientation dissimilarity, sales unit identification, and customer directed extra-role behaviors: Understanding the contingency role of co-worker support. *Journal of Business Research*, 65 (9): 1357-1363.
- [51] Murray, C., Kosty, D., & Hauser-Mclean, K. (2015). Social support and attachment to teachers: relative importance and specificity among low-income children and youth of color. *Journal of Psychoeducational Assessment*, 34 (2): 119-135.
- [52] Nias, J. (1996). Thinking about feeling: The emotions in teaching. *Cambridge Journal of Education*, 26: 293–306.
- [53] Nielsen, S.K. (2015). Support or fairness? differential effects of social support and organizational justice on work outcomes. *American Journal of Management*, 15 (4): 26-38.
- [54] O'Connor, K.E. (2008). "You choose to care": Teachers, emotions and professional identity. *Teaching and Teacher Education*, 24: 117-126.
- [55] Pajares, M. (1996). Self-efficacy beliefs in academic settings. *Review of Educational Research*, 66 (4): 543-578.
- [56] Pianta, R.C., Hamre, B., & Stuhlman, M. (2003). Relationships between teachers and children. In W.M. Reynolds & G.E. Miller (Eds.), *Handbook of Psychology: Educational Psychology*. Hoboken: Wiley, pp. 199– 234.
- [57] Protheroe, N. (2008). Teacher efficacy: What is it and does it matter? *Principal*, 87 (5): 42-45.
- [58] Pryce-Jones, J. (2011). *Happiness at work: Maximizing your psychological capital for success*. New Jersey: John Wiley & Sons.
- [59] Qin, Z., & Weihong, Z. (2007). Teacher Stress, Burnout, and Social Support in Chinese Secondary Education. *Human Communication*, 10 (4): 487-496.
- [60] Robertson, M.M., Huang, Y.H., O'Neil, M.J., & Schleifer, L.M. (2008). Flexible workspace design and ergonomics training: Impacts on the psychosocial work environment, musculoskeletal health, and work effectiveness among knowledge workers. *Applied Ergonomics*, 39: 482–494.
- [61] Rodriguez-Calcano, M., & Brewer, E.W. (2005). Job stress among Hispanic professionals. *Hispanic Journal of Behavioral Sciences*, 27 (4): 504-516.

*Faculty of Education, National University of Malaysia.*

*\*Corresponding Author Email: drshahlan@ukm.edu.my*

- [62] Rodriguez-Munoz, A., & Sanz-Vergel, A.I. (2013). Happiness and well-being at work: A special issue introduction. *Journal of Work and Organizational Psychology*, 29: 95-97.
- [63] Ryff, C.D., & Singer B.H. (2006). Know thyself and become what you are: A eudaimonic approach to psychological well-being. *Journal of Happiness Studies*, 9: 13-39.
- [64] Sapora, S. (2010). Stres kerja guru: Punca, kesan dan strategi daya tindak. Seminar Profesion Perguruan, pp. .
- [65] Schaufeli, W.B., & Bakker, A.B. (2004). Job demands, job resources, and their relationship with burnout and engagement: A multi sample study, *Journal of Organizational Behavior*, 25 (3): 293-315.
- [66] Shaughnessy, J.J., Zechmeister, E.B., & Zechmeister, J.S. (2012). *Research Methods in Psychology*. New York: McGraw-Hill Education.
- [67] Skaalvik, E.M., & Skaalvik, S. (2009). Does school context matter? Relations with teacher burnout and job satisfaction. *Teaching and Teacher Education*, 25: 518–524.
- [68] Sloan, M.M. (2012). Unfair treatment in the workplace and worker well-being: The role of coworker support in a service work environment. *Work and Occupations*, 39(1): 3-34.
- [69] Tabachnick, B.G., & Fidell, L.S. (2013). *Using Multivariate Statistics*. Massachusetts: Allyn & Bacon.
- [70] Tschannen-Moran, M., & Hoy, A.W. (2001). Teacher efficacy: Capturing an elusive construct. *Teaching and Teacher Education*, 17: 783-805.
- [71] Tschannen-Moran, M., Woolfolk Hoy, A.E., & Hoy, W.K. (1998). Teacher efficacy: Its meaning and measure. *Review of Educational Research*, 68: 202-248.
- [72] Van Dick, R., & Wagner, U. (2001). Stress and strain in teaching: A structural equation approach. *British Journal of Educational Psychology*, 71: 243–259.
- [73] Wagner, B.D., & French, L. (2010). Motivation, work satisfaction, and teacher change among early childhood teachers. *Journal of Research in Childhood Education*, 24: 152–171.
- [74] Waterman, A.S. (2008). Reconsidering happiness: A eudaimonist's perspective. *Journal of Positive Psychology*, 3: 234-252.
- [75] Yin, H., Huang, S., & Wang, W. (2016). Work environment characteristics and teacher well-being: The mediation of emotion regulation strategies. *International Journal of Environmental Research and Public Health*, 13 (9): 1-16.
- [76] Zaki, S. (2016). Psychological well-being: Teachers need to enhance in teaching. *International Education & Research Journal*, 2 (7): 27-29.
- [77] Zamzam, M.W., & Nor Azila, M.N. (2011). Pengaruh sokongan sosial terhadap sinisisme perubahan organisasi. *International Conference on Management*, pp. 224-233.
- [78] Zuhaili, M.A., & Ramlee, M. (2017). Hubungan antara beban tugas dengan efikasi diri dan kepuasan kerja pensyarah di Kolej Vokasional. *Sains Humanika*, 9(1-5): 35-43.
- [79] Aguinis, H. (2014). *Performance Management*. Harlow: Pearson Education Limited.
- [80] Aguinis, H. (2014). *Performance Management*. PhD/Master thesis, New South Wales: University of Wollongong.
- [81] Brown, R., Ryu, H., & Parsons, D. (2006). Mobile helper for university students: A design for a mobile learning environment. 18th Australia Conference on Computer-Human Interaction: Design: Activities, Artefacts and Environments, pp. 222-229.
- [82] Ferry, B. (2009). Using mobile phones to enhance teacher learning in environmental education. In J. Herrington, A. Herrington, J. Mantei, I. Olney & B. Ferry (Eds.), *New Technologies, New Pedagogies: Mobile Learning in Higher Education*. New South Wales: University of Wollongong, pp. 45-55.
- [83] Ferry, B. (2009). Using mobile phones to enhance teacher learning in environmental education. In J. Herrington, A. Herrington, J. Mantei, I. Olney, & B. Ferry (Eds.), *New Technologies, New Pedagogies: Mobile Learning in Higher Education*. Australia: University of Wollongong, pp. 45-55.
- [84] Yada, A., & Savolainen, H. (2017). Japanese in-service teachers' attitudes toward inclusive education and self-efficacy for inclusive practices. *Teaching and Teacher Education*, 64 (1): 222-229.