

Challenges and Solutions in the Subjective Well-being of Teachers: A Rapid Scoping Review

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ABSTRACT

Purpose: The teachers are the pillars of strength and guiding force for creating and moulding their students to become better citizens of the future. They should be healthy and stress-free to become effective in their profession. This paper analyzes various challenges found in the subjective well-being of teachers and brings about better solutions for sustaining their subjective well-being by using the method of 'rapid scoping review.'

Design/Methodology/Approach: Through the method of rapid scoping review, we aim to explore the various literature on subjective well-being, its key concepts and theories, sources of evidence, and gaps in the research under study. The researcher conducted a rapid Scoping review within a time duration of two months. This review mainly concentrated on the existing challenges and their solutions which influenced the subjective well-being of teachers. The data was collected by searching through internet servers like Google, Google Chrome, Google Scholar, etc. with general terms and key concepts like challenges of teachers, personal stress of teachers, professional stress, instructors' well-being, job stress and solutions, and subjective well-being, etc. The results found were descriptively summarized for a better outlook of the scoping review.

Results/ Findings: The scoping review helped the researcher to understand the various sources of stress and their impacts on teachers' subjective well-being. The teachers' daily personal and professional stress is very much influenced by the sources of stress found in the review. It has been discovered that factors like low incomes, high professional demands from the administration, parents and students, low morale, conflicting residential areas, etc., may raise more stress in teachers at work than those teachers with stable income, minimal demand, etc. These stress factors can directly or indirectly affect the teachers' subjective, personal, and professional lives and reduce their level of life satisfaction.

Originality/Value: This review brings out the various challenges that propel stress in the life of teachers' subjective well-being. These challenges make them partially ineffective in their personal and professional lives. To tackle those challenges, first, we analyzed subjective well-being in general and then moved to the prime challenges and concerns that cause and increase stress levels in teachers. Finally, we found evidence-based solutions which reduce stress levels and enhance the subjective well-being of the teachers. There is room for additional research to investigate the various factors based on the demographical, sociological, and religious background of the teachers which can cause by way of increasing or decreasing stress and life satisfaction.

Type of Paper: An analytical type of paper with a rapid scoping review that studies challenges and solutions about the subjective well-being of teachers.

Keywords: Subjective well-being, Challenges, Solutions, Teachers.

1. INTRODUCTION:

Well-being is multifaceted, multifunctional, and integral, amalgamating the contentment, happiness, and fulfilling aspects of human life. The hallmark of well-being is making use of the available natural conditions and allowing one's full potential to grow to the fullest possibilities of life one can reach and remain in an eminent state of happiness. The state of well-being is linked with twin elements of subjective and objective dimensions. The emphasis of the subjective well-being component is on personal and internal features while objective well-being focuses on external facets of human living

(Alatartseva & Barysheva, 2015) [1]. To be specific, the positive experiences and evaluations that people have in their lives are understood as subjective well-being. It awakens contentment, satisfaction, and peacefulness in human life (Xi & Lee, 2021) [2]. Diener (1984) was the first to coin the term "subjective well-being" (SWB), which aims to comprehend how individuals assess their value of life. It is primarily concerned with pleasure and life satisfaction (Azizan & Mahmud, 2018) [3]. Subjective well-being contains an inherent nature to enhance the effectiveness of human behaviour. According to research, subjective well-being is favourably correlated with personal mental health and is crucial for minimizing the negative consequences of mental diseases, anonymity, social exclusion, and poverty. Furthermore, the pandemic situation has caused a significant section of the population to experience an upsurge in psychological effects like despair and anxiety (Diener et al., 2009) [4] (Helliwell et al., 2021) [5]. The teachers who shape the children's future and present are the country's assets. They also contribute to the good of society by forming a student into a good person through constant training and personal accompaniment. A teacher can easily understand the situation in which a student lives and how the type of association a student holds influences him/her (Vedantu, 2024) [6]. Teachers play an essential influence in influencing students' lives, who are the future of our society. To be effective, they need to be stress-free. There are several stressors (stress factors) for teachers, including workload expectations, unfavourable working conditions, family issues, role conflicts, lack of autonomy, and more (Hanif & Pervez, 2004) [7]. One of the main reasons why so many teachers leave their profession is stress (Gomez, 2022) [8]. Teachers will always experience stress, but how they handle it, will determine whether they avoid burnout or have fulfilment in their profession. There is a great deal of pressure on academic staff in various educational institutions to live up to customer expectations, whether those customers are parents, students, or employers. The teachers are exposed to some undesirable internal or external environmental elements while fulfilling clients' expectations. This hinders their everyday performance and causes emotions of weariness and tension. When instructors experience these symptoms, their performance and level of satisfaction decline, which also lowers the productivity of educational institutions (Khan et al., 2012) [9]. The subjective and objective well-being of teachers affects the personal (interpersonal and intrapersonal), professional, and other areas of their lives. To get a sense of their subjective well-being, consider the positive experiences and evaluations that people have in their lives, which are interpreted as subjective well-being and awakening contentment, satisfaction, and peace in human life (Kahneman & Krueger, 2006) [10]. This paper focuses on a deeper exploration of the issues and solutions relating to the subjective well-being of the instructors as well as coping mechanisms and life skills for stressed-out teachers.

2. OBJECTIVES:

- 1) To study different research reviews about the Subjective well-being of teachers under stress.
- 2) To learn more about how teachers under stress at their personal and professional levels manage their Subjective Well-Being.
- 3) To recognize different study priorities focused on the subjective well-being of stressed-out teachers.
- 4) To prioritize a research agenda for additional research.
- 5) To recommend an additional study on the subjective well-being of teachers who are under stress.

3. REVIEW OF LITERATURE/ RELATED WORKS:

3.1. Subjective Well-Being:

Subjective well-being (SWB) is the individual's perception and experience of positive and negative emotional responses, as well as global and (domain) specific cognitive assessments of life satisfaction. It is defined as "a person's cognitive and affective assessments of his or her life" (Habermann, 2021) [11]. The concept of subjective well-being gained momentum in understanding human behaviour in academia. The ancient Greeks used the term 'eudaemonia', and the Romans utilized 'ataraxia' to denote the concept of subjective well-being (Guttmann, 2013) [12]. In the past decades, subjective well-being has become an essential element of research, and it confirms the act that happy and well-balanced persons have a state of high well-being because their psychological states seem to decide their wellbeing (D'Acci, 2011) [13]. Yet, others have suggested that persons with high subjective well-being

are found to be robust, healthy, outgoing, well-educated, well-paid, optimistic, worry-free, religious, with higher self-esteem, and modest aspirations (Kitayama & Markus, 2000) [14]. They have pleasant and easy-going temperaments (Bullock, 1993) [15] and are extraverted and avoid undue worrying (Kirst, 2011) [16]. Such persons are emotionally stable and have high affiliations with everyone; have concrete goals and realistic approaches and encompass collective agreement on good and positive life experiences like joy, and contentment and have the view that their life is good, meaningful, and worthwhile (Khatoon, 2015) [17] (Emmons, 2003) [18] (Wolf, 1997) [19]. Analysing further subjective well-being in a broader sense, researchers could unearth its various other components (Goldwurm et al., 2006) [20] (Ryff, 1989) [21] such as good health (Argyle, 1996) [22]; flow in life (Nistor, 2011) [23]; self-esteem (Schimmack & Diener, 2003) [24]; financial security (Luhmann et al., 2011) [25] Personal well-being (Baltatescu & Cummins, 2006) [26] and freedom (Olesen et al., 2015) [27]. In other research, experiencing balanced happiness and positive feelings are the vital components of meaning in life (Diener et al., 2009) [28] which in turn provides motivation for a living (Desmet & Pohlmeier, 2013) [29] and energizes a person to offer unconditional love to others leading to acquiring subjective well-being (Dursun, 2012) [30]. Thus, subjective well-being cannot be confined to just the feeling state of an individual instead, its wings encompass beyond his or her transcendental experiences. The six distinct positive functioning dimensions of SWB are Accepting Oneself, having Purpose in Life, Ecological Mastery, Optimistic Relations, Individual Growth, and Self-sufficiency ready to defy social pressures to think and act in certain ways, controlling conduct from the inside, and evaluating oneself using individual measures.

3.2. Challenges and Solutions of Teachers:

According to the World Health Organization's definition of a healthy workplace, to achieve universal health, safety, and well-being as well as a sustainable workplace, employees and managers must work together (World Health Organization, 2010) [31]. (Nitin Virmani, et al., 2022) [32] comment on the seven common issues that teachers face in their lives as the following: difficulties in the classroom, pressures from management, students, parents, and administrators, effective professional development, a lack of work-life balance, uncertainty about career advancement, being overburdened with nonteaching responsibilities, and more. Further, he states that teachers are the roots, and if the roots are strong, the entire tree with its fruits will undoubtedly be in good health (Hegwood, 2023) [33]. Another article in the Times of India reported that the toughest problem for a teacher is to evaluate the pupils' progress and successfully communicate that information to the parents. To foster an open environment for the parents, a teacher should be able to recognize the students' strengths and problems and discuss them with the parents (Parimala, 2019) [34]. One of the greatest articles outlining the thirteen strategies for teachers to deal with stress explains how to establish emotional boundaries and keep away days physically active. This can be accomplished through yoga, physical activities like daily walking, other exercises, and so forth. The capacity to communicate effectively with the outside world broadens one's horizons and, more importantly, enhances one's confidence and feeling of self. They must discover their own space and time to manage their spare time and share it with others properly. Keeping support groups active at work encourages employees to reduce their workload through mentoring, where they can exchange ideas and enhance their grasp of their profession (Botwinik, 2007) [35]. A school with a relational structure can have a major impact on bringing down stress levels in individuals with psychological health issues as well as a social level in violent situations (Herrera, 2022) [36]. Working conditions are also important in the well-being of teachers, particularly in interpersonal relationships, and a sense of being valued and treated with kindness (Grant et al., 2019) [37]. The support of school administration and peers is necessary to face the day-to-day obstacles at school (Camarena, 2021) [38]. Good relationships among members of the social group also influence the learning process (AlonsoMartirena, 2017) [39]. According to another study by (Peterson et al., 2008) [40] indicating that emotional tiredness is linked to physical pain, sleep difficulties, and poor memory performance, burnout harms physical health.

3.4. Teachers' Subjective Well-Being:

Considering the previously described perspectives on wellness and living standards, the primary goal of this study was to note specific categories of well-being that are relevant to Palestinian teachers in three different regions the West Bank, Gaza, and Israel, as well as how social and environmental factors influence the ecological well-being of teachers working in contexts with humongous levels of human insecurity, and to investigate individual characteristics. Out of the 104 participants, 36 Palestine teachers were interviewed. Apart from poverty, instructors in conflict zones confront a risk to their lives. Lack of resources in schools leads to low self-esteem and confidence in instructors' professional potential. This study focuses on how teachers' subjective well-being is influenced by environmental well-being (Veronese et al., 2018) [41]. Some authors emphasize that the concept of burnout is the primary factor affecting teachers' subjective well-being regardless of gender. The participants of the study include 156 instructors from Tamil Nadu. Random sampling procedures were used to pick 76 males and 80 females. Teachers' stress is connected to poor teaching performance, poor student outcomes, and high management costs. Teachers who are burned out are inefficient in their vocation. Consequently, it impacted their total subjective well-being (Kanagaraj & Anjum, 2022) [42]. According to several studies, having unpleasant effects repeatedly throughout the day might negatively affect one's wellbeing. Experiencing pleasurable feelings frequently might enhance well-being (Diener et al., 2002) [43]. Some claim that achieving instructors' perfectionism, fulfilment, goals, and happiness—which are created by self-positive evaluation—is what makes them happy. Renshaw, Long, and Cook (2005), on the other hand, claim that teachers' well-being can be viewed as a positive review that emphasizes health and successful performance at work.

The low well-being of a teacher may be detrimental to both the students' and instructors' long-term mental health and it is evident in poor classroom management (Melchior et al., 2007) [44] (Jennings & Greenberg, 2009) [45]. Similarly, when teachers are unwell their ability to help emotionally troubled kids will be impacted, which leads to a low level of confidence (Sisask et al., 2014) [46]. Hence, the overall well-being of teachers is necessary for shaping better citizens of tomorrow.

Table 1: Review of Related Research Publications on Challenges and Solutions to the Subjective Well-Being of Teachers

Sl. No.	Area & Focus of the Research	The result of the Research	Reference
1	What is subjective well-being?	In 1984, subjective well-being was introduced as a degree of happiness and life satisfaction. It is commonly used to assess self-perceived individual and community health.	Rachel Goldman et al., (2022). [47]
2	Subjective WellBeing and Burnout are correlated; however, the relationship is moderated by psychological capital.	The findings demonstrated that the resources of Psychology Capital, subjective well-being, and job satisfaction may help under stressful circumstances to overcome burnout.	Hansen, A. et al., (2015). [48]
3	The effect of institutional support on educators' subjective well-being during the pandemic lockdown is examined in this article.	Institutional support can affect a worker's well-being in unforeseen job and life circumstances.	Kumpikaitė-Valiūnienė, V. et al., (2021). [49]

4	This study aims at organizational justice and how it impacts teachers' well-being.	It was found that Organizational Justice had a positive impact on teachers' quality of life.	Herrera et al., (2022).[50]
5	Culture and Subjective Wellbeing. The Cause and relation of income and happiness.	The study assesses the relationship between income and subjective wellbeing and how money is an important parameter for happiness.	Diener & Oishi (2000). [51]

Table 2: Assessment of Connected Research Publications on Subjective Well-Being

Sl. No.	Area & Focus of the Research	The result of the Research	Reference
1	Measuring Subjective Wellbeing	The fundamental categories of well-being indicators, including "objective" and "subjective" indicators, are briefly described in Part I. The definition, importance, and components that impact subjective well-being are covered in Part II. One of the main findings from the study on the economic and non-economic causes of happiness is presented in Sections III and IV. Perspectives from developing nations are included in Section V. Limitations on the use of happiness as a gauge of well-being are presented in Part VI's conclusion.	Conceição & Bandura (2008). [52]
2	Subjective wellbeing and the city	Subjective well-being is affected by where a person lives.	Morrison (2007). [53]
3	Individual variances and changes in subjective wellbeing throughout the COVID-19 pandemic's early stages.	This study discusses how individuals vary and shifts in subjective well-being throughout the early times of the pandemic diseases are related to stress assessments and coping mechanisms.	Zacher & Rudolph (2021). [54]
4	Assessing happiness for public policy.	Measurement of well-being to central public policy through evaluation, experience, and eudemonic factors.	Dolan & Metcalfe (2011). [55]
5	Natural Environments and Subjective Wellbeing.	This study looked at the connections between three forms of natural environment exposure and four aspects of subjective well-being.	White M. P. et al., (2017). [56]

Table 3: Review of Related Research Publications on the Mental Well-Being of Teachers under Stress

Sl. No.	Area & Focus of the Research	The result of the Research	Reference
1	Teacher and students' psychological condition and well-being.	The causal relationship between teacher and student mental health includes instructor presenteeism. Student wellbeing and psychological distress are linked to improving teacher-student connections.	Harding et al., (2019). [57]

2	The mental health of normal and retarded students' teachers.	The study summarized that there is a relationship between religious attitudes and mental health. Education organizations should pay more attention to it. Retarded children were given spatially challenged professors as well as recreational resources, free advice, and financial aid.	Gholamitooranposhti (2012). [58]
3	Teachers' mental health and wellbeing were prioritised during COVID-19.	Teachers, particularly primary school teachers, were impacted by the pandemic due to demands. Social support, job autonomy, and coping skills all contributed to their happiness.	Kim et al., (2022). [59]
4	Relationship between teachers' mental health, emotional intelligence, burnout, and quality of life	Study to investigate the connections between emotional quotient, general wellbeing, and burnout symptoms. Both emotional intelligence and quality of life were found to have strong negative correlations with burnout. Burnout symptoms were discovered to be inversely associated with psychological health ratings.	Hsiang (2016). [60]
5	Stress-related job burnout and the psychological health of teachers.	The findings manifest that the work stress of teachers is brought by aspects like excessive work, social situations, economic conditions etc. lead to burnout, This study provides a theoretical framework to safeguard the well-being of teachers	Wu (2020). [61]

4. MATERIALS AND METHODS:

The purpose of this research is to learn more about how stressed-out teachers deal with their lives. It also addresses future directions for teachers regarding stress management, thereby enhancing subjective well-being through stress management therapy. For this review, the data was collected primarily from secondary published materials which include available literature from a range of academic periodicals. It is discovered through key phrases and reference lists searched through Google Scholar, Google Chrome, and Psych Central. The inclusion criteria used here are studies on stress and subjective wellbeing that have been published on various digital platforms mostly in the last fifteen years. The associated study published in this article is summarized to conduct a better identification of the concept of subjective well-being. The relevant literature has been systematically reviewed. The researcher carried out a rapid Scoping review within a time duration of two months. This review mainly concentrated on the existing challenges and their solutions which influenced the subjective well-being of teachers. During the review of the literature, the researcher attempted to extract findings that are relevant to this study. Different journals, libraries, and sources have been used as the sources of the findings. Later, the findings have been interpreted and analyzed.

5. RESULTS AND DISCUSSION:

During the research, it is found that though teachers were trained in various pedagogies like lesson plan preparation, question paper preparation, learning and assessment pedagogies, etc. they were deprived of stress management techniques. Teachers often succumb to stress stimulators and fail to cope with external and internal cues. Hence, the researcher found it necessary to take significant steps to equip them with stress management coping techniques (Alatartseva & Barysheva, 2015) [62]). Another study

illustrated how schools conducted extracurricular activities like athletics, the arts, and other pursuits to help students to cope with stress but little research has been done on how to help teachers for managing their stress and become skilful in their fields (Olszewski-Kubilius & Lee, 2004) [63] (Mahoney & Cairns, 1997) [64]. Since teachers often come from different cultural and religious backgrounds, their coping techniques for stress also vary from person to person. Culture and religion play vital roles in reconciling with challenging situations and dealing with them with patience. The researcher didn't enter the influences of these factors in stress management but dealt with the common factors that influence all the teachers invariably. Therefore, the researcher finds that in future research it would be salient to discuss the roles of religion and culture in overcoming stress. Similarly, in the recent literature on this subject, the researcher found that the practice of mindfulness is the best method for managing stress and enhancing subjective well-being. However, the researcher desires that in future research inculcating the practices of mindfulness together with gratitude will bring about greater and more sustaining results in coping and managing with stress. Through this approach, the researcher expects a marvellous result in the reduction of stress, which in turn will lead teachers to overall subjective well-being. The researcher also is aware of the limitations of the teachers who deal with retarded kids. They do not receive any feedback from them and so they feel dissatisfied in their job; nonetheless, it has been discovered that the rate of those teachers' happiness increases in tandem with the rise in spiritual intelligence (Hassan, 2019) [65]. On the other hand, research on emotional intelligence has revealed that knowledge may be valuable for enhancing well-being but without reducing unpleasant mental states (Ngui & Lay, 2020) [66]. The present studies do not adequately address the implications of learned helplessness on teachers' well-being. Therefore, the researcher believes that learned helplessness is one of the causes of burnout among teachers. So, in future research, it would be ideal to study the various influences of learned helplessness and frame coping strategies to overcome it effectively.

The researcher realizes the importance of including self-management skills in the curriculum of teachers' training programs. It will help teachers train themselves to manage their stress. According to flow theory, stress can be experienced because of boredom-based job satisfaction or when demands are greater than their actual capacity. The greatest method to deal with stress is to maintain a positive outlook. Hence, finding a meaning or purpose in life is also important (Damásio et al., (2013) [67]. When pupils perform poorly in their academic performance, teachers are typically targeted by the school administration. Teachers who are stressed are more sensitive to mood problems. Since they must face their lives alone in their realm, no matter where they are (Shanker, 2020) [68], (Zollars, 2019) [69], (Baker & Denny, 2022) [70], all these situations will lead a teacher to a state of learned helplessness. Hence, if teachers are made aware of this state by cultivating the practice of mindfulness in them, they can manage their stress by eliminating those stress-triggering factors. When teachers are exposed to more demanding situations imposed by the government, benefactors, management, etc., they are inundated with stress. To overcome their stress, teachers together with mindfulness should adapt themselves to the challenging and stressful situations that arise from their personal as well as professional lives. Taking personal responsibility for their subjective well-being will help them to manage their life situations and thereby to cope with stressful life than quitting their job (Hartney, 2008) [71], (Kipps-Vaughan, 2013) [72]. Stress and subjective well-being have a negative association (Karlsen et al., 2006) [73], (Lew, 2019) [74], (Gillett & Crisp, 2017) [75]. It is good to adopt gratitude, mindfulness, and relaxation techniques required for teachers to improve their mental health and subjective well-being (Julianna, 2019) [76]. Mindfulness and gratitude interventions can help teachers feel better (Buchanan, 2017) [77], (Senger, 2022) [78], in their lives. Thus, the successful outcome aids in determining the efficacy of their service. As a result, their quality of life improves. Similarly, if the teachers are provided psychoeducation in the early stages of their careers, they will be strengthened to face any stressful situations which in turn will help them to overcome burnout symptoms together with the proclivity of triggering variables.

The current research offers an overview based on reviews that indicate teachers who are less financially secure and in higher professional demands experience increased emotional and mental strain. This contrasts with the teachers who are more financially secure and in lower demand. Studies from the past reveal that invariably all teachers experience stress due to various factors like pressure from management or parents of the students, low pay, emotional imbalance, etc. These factors put the

teachers in a difficult situation to adjust to their circumstances. It is found that after the pandemic when the learning environment suddenly shifted from online to offline, there arose a lot of problems. Students' lack of interest in studies, and addiction to electronic gadgets like mobile, computers, etc. pressure and overburden the teachers. As a result, many teachers were unable to cope with such stressful situations and quit their profession. Those who didn't quit the job still found themselves mentally disturbed and lacked satisfaction in their lives and jobs. Consequently, they showed the mental symptoms of absenteeism, emotional instability, inability to adjust to changing situations, etc. This situation will lead a teacher to a state of learned helplessness. These negative results manifest the research gap of the previous studies and necessitate future research which may shed light on further solutions for eliminating stress-related disorders among teachers. Hence, through the mindfulness intervention, teachers are helped to be aware of their present state to manage their stressors by eliminating triggering factors. Similarly, introducing relaxation techniques and gratitude programs along with mindfulness intervention programs will equip the teachers to face their challenging situations. Further, it would be ideal to include the mental wellness program, mindfulness meditation, relaxation therapy, group therapy, and one-to-one counselling in the curriculum of the teachers' training program. This will improve the subjective well-being of teachers by reducing the pressure and stressors in their professional and personal lives. This research shows the significance of individual counselling and supportive therapies to be initiated intermittently as part of teachers' wellness units in schools. Thus providing psychoeducation for all teachers will enable them to grow in their insights about life and enhance their adaptability to the daily demands of personal and professional life. As a result, they can enjoy a stress-free and well-balanced life.

After careful examination, the final research proposal for the Mega study was selected. Its purpose is to improve the management of stress-related disorders by providing appropriate assistance to stressed-out teachers and enhancing their subjective well-being. To arrive at this desired state, the research is designed in such a way that the experimental study is conducted with the comparison of pre-test and post-tests done among both controlled and experimental groups. However, the intervention program is conducted only on an experimental group which would indicate a reduction in the results of stress levels and an improvement in the subjective well-being of the experimental group under study.

The final research proposal is chosen after making a thorough study of the dependent variable subjective well-being and its related independent variables such as mindfulness and gratitude with the moderated variable stress. Suitable intervention programs were initiated to obtain the results of efficient stress management. Hence, the final research proposal chosen is: '**The Paradigm-shift in Subjective WellBeing of Teachers in Kollam, Moderated by Stress Levels and Caused by Gratitude and Mindfulness.**' The research will use an experimental study design by raising the question: *What is the relation among Gratitude Mindfulness Intervention (GMI), stress level, and subjective well-being of teachers in Kollam?* The results from the controlled and experimental groups will be compared to understand the significance of this research.

ABCD analysis is one of the various methods to analyze situations. This analysis is used to enlighten the salient aspects that draw inspiration from the main traits which determine the influencing factors of the concept (Aithal, 2017) [79]. It points to the elements such as Advantages, Benefits, Constraints, and Disadvantages.

Table 4: ABCD Constructs for the determinant issue.

Sl. No.	Determinant issue	Advantages	Benefits	Constraints	Disadvantages
1	Psychoeducation	Understand the factors that cause stress among teachers	Stress Management and Time Management	Flexible to individual preferences	Strong insights are expected.

2	PMR techniques	Reduces stress and Muscle relaxation. Positive influences on Psychological Disorder (Anxiety)	This reduces physical tension, which may ease stress and anxiety. Better sleep and Pain relief. Decrease the frequency of migraine attacks	Personal disposition is necessary.	Timeconsuming Focusing is required.
3	Johari Window techniques	Develop selfawareness and improve communication skills.	demonstrating and enhancing individual selfawareness and interpersonal understanding within a group.	Some consider personal feedback offensively. -Exercise Caution.	- Lack of group confidentiality - Some cultures won't accept open feedback.

6. CONCLUSION:

An individual's subjective well-being is monitored by how often they experience happy emotions and how little they experience negative emotions (Eryılmaz 2012) [80]. In this scoping review paper, we analyzed various literature related to the subjective well-being of teachers under stress. By analyzing these reviews, we realized that stress and subjective well-being are negatively correlated. Hence, to enhance subjective well-being, whatever causes stress should be reduced. In this paper, we especially focused on the subjective well-being of teachers. The teachers do experience stress due to various factors like pressure from management, expectations from parents, misbehaviour from students, low salary, living in conflicting situations etc. These factors not only negatively affect the personal lives of the teachers but also their very professional lives. Therefore, the teachers are to be equipped to manage their stressors and how they can overcome challenging situations and enhance subjective well-being are discussed in this paper. The various intervention programs like mental wellness programs mindfulness meditation, relaxation therapy, group therapy, one-to-one counselling etc. are some of the agenda to reduce the stress of the teachers. In addition to this, the researcher finds that one of the best techniques to reduce stress is the Gratitude-Mindfulness Intervention program for the sustainable subjective wellbeing of the teachers.

The idea of acceptance and awareness about one's pattern of adaptation and management of his or her personal and professional life can be used to illustrate a teacher's assessment of their well-being. Family cooperation, peer support from colleagues, and administrative assistance significantly increase teachers' subjective well-being. Teachers must prioritize finding a balance between their personal and professional stress so that burnout can be prevented. The poor mental health of teachers harms pupils' mental health. Therefore, teachers must be stress-free in their domain. Similarly, they should use wellbalanced stress management techniques in these situations to live stress-free and productive lives. The ability to operate autonomously in a safe environment with financial security allows instructors to approach their vocation with self-assurance and strong self-esteem. Though the place of residence, income, and social standing give colour to an instructor's personal life, the quality of life is closely related to teachers' ability to manage stress.

Teachers' mental health suffers because of stress, which needs to be studied more. Teachers' subjective well-being is affected by elements such as dwelling quality and a stress-free home and work life. The current author will take up a series of research activities in the form of an intervention for teachers to improve their management abilities and appropriately balance their lives. This will allow the researcher to make appropriate decisions on time. Teachers must be aware of their uncharted territory and overcome their acquired helplessness through a well-balanced self-esteem lifestyle. Many teachers claimed that their workload in the schools prevented them from engaging in common, leisure, or relaxation activities like family outings, relaxation techniques, and Family entertainment time. It is common knowledge that teachers are directly responsible for their students' welfare. Further research, with more teachers of all genders, is needed to improve the generality of the findings. While the study sample covered a diverse range of teachers' subjective well-being, some were stressed and adopted coping strategies to cope. It demonstrates disparities in the stress-coping processes of statistical reliability, it is preferable to include data that are qualitative to gain a deeper comprehension of such psycho-social factors on teachers' stress in their well-being and to validate the findings of this study.

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