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SUBJECTIVE WELL-BEING OF TEACHERS IN K-12 CHRISTIAN SCHOOLS

By

JULIANNE RETTIG

A doctoral dissertation submitted to the

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DEDICATION

"I will extol You, my God, O King, and I will bless Your name forever and ever. Every day I will bless You, and I will praise Your name forever and ever. Great *is* the Lord, and greatly to be praised; and His greatness is unsearchable" (Psalm 145:1-3, *New American Standard Bible)*. All praise and honor and glory to my Lord and Savior, Jesus Christ, for showing favor upon my family, sustaining me, and keeping me here for a purpose that only He fully knows.

To my husband, Rob, who believed in me and supported me throughout this process. Thank you for taking care of me even when I did not think I needed it. I am so grateful for the life God has given for us. To our children, Emily and Robbie, thank you for being loving, supportive, patient, and hard-working throughout this process. I am so very proud of the kind, strong, resilient adults you have become and thankful for your perseverance through it all.

To my "big" sister, Michele, who ran this marathon with me, cheering me on all the way. There have been a few setbacks over the years, but there have also been some major comebacks! Thank you for encouraging me to fight and never give up. To my parents – how I wish you were here to celebrate with me. You taught me independence, perseverance, determination, and the importance of family and education. I miss you terribly. Finally, to my friends, family members, and fellow educators who walked through this with me – thank you for your steadfast support.

"Do the Next Thing."

A poem quoted by Elisabeth Elliot

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Abstract

This non-experimental, quantitative study aimed to examine the factors that influence the self-perceived well-being of teachers in K-12 Christian schools. The sample for this study was convenient, non-probable, and purposive and comprised of 81 teachers from one Christian school system in Florida. The measurement tool used in this study is based on Seligman's (2011) work on well-being. The Workplace PERMAH Profiler is a valid and reliable (α = .94) instrument that measures flourishing in terms of six domains: positive emotion, engagement, relationships, meaning, accomplishment, and health. The internal reliability of study participant responses to survey items associated with the construct of well-being was evaluated using Cronbach's alpha (α). The internal reliability levels achieved in the study across all 23 survey items associated with the study's construct of well-being was very good at α = .87. A one-sample *t*-test was conducted to assess the statistical significance of study participant response to survey items associated with the six dimensions of the study's overarching construct of well-being. The response effects for all six dimensions of the construct of well-being were statistically significant. In five of the six dimensions of the construct of well-being, the response effects were considered huge ($d \geq 2.0$). The response effect for the dimension of health was considered medium (d = .47). The single greatest response effect within the six dimensions of the construct of well-being was reflected in the dimension of meaning (d = 3.94), closely followed by the dimension of accomplishment (d = 3.44).

*Keyword*s: well-being, teacher, positive emotion, engagement, meaning, accomplishment, spirituality, happiness, health, positive psychology, PERMAH

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I. INTRODUCTION

According to a National Education Association (NEA) survey (NEA, 2022), 55% of educators are considering leaving the profession earlier than originally planned. In the NEA survey, teachers cited burnout and stress from the COVID-19 pandemic as the top reasons they are considering leaving the teaching profession. Teachers are in crisis. In a Rand Corporation (2021) survey, 23% of teachers surveyed stated that they were likely to leave the profession by the end of the school year. Prior to the COVID-19 crisis, approximately 16% of teachers reported considering leaving their job (Carver-Thomas & Darling-Hammond, 2017; National Center for Education Statistics [NCES], 2015). One in four teachers reported experiencing symptoms of depression, and 78% reported experiencing frequent job-related stress (Rand, 2021). The most cited causes of job-related stress were challenges engaging students, managing deviations to the school's instructional models, teaching remotely, making or sustaining communication with the families of the students, and supporting students' social and emotional learning (University of Southern California Dornsife Center for Economic and Social Research, 2021).

Background of the Study

A favorite childhood teacher may come to mind if asked to identify key positive influences in one's life. Often, fond memories have little to do with the teacher's mathematics skills or their ability to articulate the intricacies of the English language. Teachers who have left a lasting memory on students have harnessed a quality or characteristic difficult to put into

words, having mastered a balance of vigor and innovation in the classroom. Some teachers display grit and energy and model a passion for learning regardless of the subject they are teaching. These teachers are flourishing and have a sense of well-being.

To flourish is to find fulfillment in one's life, carry out meaningful and worthy endeavors, and connect with others more deeply (Seligman, 2011). Based on the positive psychology framework, Seligman (2011) found that building and maintaining six factors - positive emotions, engagement, relationships, meaning, accomplishments, and health (PERMAH) - resulted in flourishing and improved quality of life. With the PERMAH model as a framework, flourishing can be understood as a state one can create by attending to each aspect of the PERMAH model: increasing positive emotions, engaging with the surrounding world through work and hobbies, developing profound and significant relationships, finding meaning and purpose in life, achieving goals through nurturing and employing gifts and talents, and improving health.

An absence of flourishing leads to increased employee turnover and employee shortages. Teacher turnover and teacher shortages harm students, teachers, and the community, creating instability in learning and reducing the effectiveness of teachers (Sorensen & Ladd, 2020). The hiring and training of teachers create a major economic burden on the education system (Sorenson & Ladd, 2020). Several studies examine the broader topics of teacher satisfaction and happiness related to school culture, leadership, and effectiveness (İhtiyaroğlu, 2019; Spreitzer et al., 2010). Life satisfaction, subjective well-being, and positive mood were studied, and Hassannia et al. (2017) found that these factors were predictors of physical and mental health. Vicente de Vera García and Gambarte (2019) addressed the resilience of teachers and found that the more self-reported resilience, the lower rate of reported burnout. Barnes (2019) found that

teachers' sense of well-being is influenced by their values. İhtiyaroğlu (2019) found a relationship between teacher happiness and level of satisfaction with the self-identified classroom management style of the teacher. The happier and more satisfied the teacher was, the more positive the classroom management style they preferred. The results of İhtiyaroğlu's (2019) research support the need for additional investigation on teacher well-being in creating a positive environment for students.

Teachers have little control regarding salary, leadership style, facilities management, disgruntled parents, and hurting or angry students, but there are factors in teachers' lives that they can influence. The respondents in Baker's (2020) study reported that spending time with friends, practicing mindfulness tips to help them be aware of thoughts and the surrounding environment, and staying hydrated positively impacted respondents' well-being. Absences were reduced when the teachers practiced self-care habits.

Teachers with a perceived sense of well-being have the tools and vitality to develop flourishing students. Frustrated teachers might cite poor leadership, low salaries, challenging or absent parents, and disengaged students as challenges to the work environment. Yet, in the same environment, other teachers express a sense of well-being.

Recognizing factors that empower teachers to take control of their well-being and improve their physical and emotional health would positively affect the educational environment. This research could lead to the development of a professional development program designed to onboard teachers intentionally and constructively, setting them up for success in and outside the classroom and providing them with valuable life skills. The COVID-19 pandemic changed the school environment, perhaps permanently. Teachers quickly pivoted instructional methods and lifestyles to accommodate remote learning and then hybrid learning. Students returned to

classrooms with deficits in learning and increased emotional needs. Learning deficits and increased emotional needs occurred, especially among students of lower socioeconomic status (Gazmararian, 2021). Social media use has increased, thereby decreasing in-person social connections, and individuals have reported experiencing weight gain since the pandemic (Chaturvedi et al., 2021). Teachers' emotional health and physical health have suffered (Kotowski, 2022).

Better teacher emotional and physical well-being has been associated with better student well-being and lower student psychological distress. Conversely, elevated levels of teacher depressive symptoms have been associated with poorer student well-being and psychological distress (Harding et al., 2019). Hine et al. (2022) found that substandard leadership and increased workloads were among the elements that hindered well-being, but individualized well-being strategies reduced the effects of environmental components.

Conceptual Framework/Theoretical Foundation

Positive psychology is the scientific study of the characteristics that enable individuals and communities to thrive. Positive psychology focuses on strengths instead of weaknesses and building on the positive aspects of life instead of focusing on repairing the negative aspects. Positive psychology is descriptive not prescriptive and will not tell people what choices to make or what to hold in high regard but focuses on what is known about the consequences of one's choices (University of Pennsylvania Positive Psychology Center, 2021).

Although Maslow (1943) first coined the term positive psychology, Martin Seligman (2000) brought the term to the foreground. Seligman's (2011) focus was on fostering the most positive qualities of a person: optimism, courage, work ethic, future mindedness, interpersonal skill, capacity for pleasure and insight, and social responsibility.

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Maslow (1943) is best known for creating the hierarchy of needs, which addresses human motivation and the pursuit of happiness. In Maslow's (1943) framework, the lower needs of physiological, safety, love/belonging, and esteem must be realized for individuals to achieve the higher-level need of self-actualization, the point where the freedom to be creative and to grow is fulfilled (Maslow, 1987). Maslow's work is fundamental to the research on human motivation and happiness.

Seligman's (2011) early work includes the well-known theory of learned helplessness, which explains how humans and animals can learn to become helpless and feel they have lost control of what happens to them (Abramson et al., 1978). This feeling of helplessness was linked to depression, as many people suffering from depressive symptoms report a sense of hopelessness. Seligman's research on helplessness led to treatments and strategies designed to prevent depression. The correlation between helplessness and depression supports the use of teacher-driven interventions to improve teachers' feelings of self-control and, therefore, overall well-being.

Seligman noted that the field of psychology focused on mental illness, abnormal psychology, trauma, suffering, and pain. A comparatively insignificant focus was placed on happiness, well-being, exceptionalism, strengths, and flourishing. The field of psychology focused on making miserable people less miserable, and the field of psychology gave little attention to improving typical lives (Seligman, 2004). Thus, Seligman began work in positive psychology. Positive psychology is about valued subjective experiences, including well-being, contentment, satisfaction in the past, hope and optimism for the future, and flow and happiness in the present. At a personal level, positive psychology is centered on positive individual traits including the capacity for love and vocation, courage, interpersonal skills, perseverance,

forgiveness, originality, future-mindedness, and spirituality. Positive psychology is about the civic virtues and the establishments that propel individuals toward better citizenship, responsibility, nurturance, altruism, civility, moderation, tolerance, and work ethic (Seligman & Csikszentmihalyi, 2000). Examining these traits can assist teachers, as well as schools and school districts, in creating an environment where teachers can thrive.

In Seligman's (2012) study of well-being, he reported on the progress of positive psychology research and identified measurable elements that make up well-being. The aspects of well-being form the acronym PERMAH and include the presence of positive emotion, engagement, relationships, meaning and purpose, accomplishment, and health. Well-being has helpful practical effects. People who report higher levels of well-being perform better at work, have more satisfying relationships, are more cooperative, have better physical health, have fewer sleep problems, report lower levels of burnout, exhibit greater self-control, better self-regulation and coping abilities, and are more benevolent (PERMA™ Theory of Well-Being and PERMA™ Workshops: Positive Psychology Center, 2020).

Though, on the surface, the positive psychology movement may seem to oversimplify the complexities of mental health and emotional well-being, it focuses on practical strategies teachers can engage in to affect positive changes in their life and the lives of others. Seligman (2011) distinguished happiness from well-being in that happiness only influences the individual, while well-being influences the individual and those surrounding the individual. Teachers interact with hundreds of students each day, thereby affecting the students' lives.

Problem Statement

Teachers strongly support raising salaries, hiring more teachers, and supplying additional mental health and behavioral support for students as proposals to address the burnout they are

experiencing. However, these solutions are all outside of the control of the teacher. The problem is that teachers must understand what factors influence their well-being so they can combat burnout and remain faithful to a profession in which they have invested their time, energy, and finances.

Purpose Statement

The purpose of this quantitative study was to examine the factors that influence the self-perceived well-being of teachers in K-12 Christian schools. This research defines well-being as positive emotions, work engagement, relationships, a sense of purpose, accomplishment, and health (Seligman, 2011).

Overview of Methodology

This quantitative research study was non-experimental and focused on the factors that influence teachers' perceptions of well-being. The study also investigated how years of experience and grade level of service in teaching may affect the perceived sense of well-being among K-12 teachers at Christian schools.

Research Questions

This study addressed the following research questions:

1. Considering the six dimensions of well-being – positive emotions, work engagement, relationships, sense of purpose, accomplishment, and health - in which dimension was the greatest degree of response effect reflected?

2. Will there be a statistically significant effect for study participants' grade level of service upon perceptions of well-being?

3. Will there be a statistically significant effect for study participants' years of experience in Christian schooling upon perceptions of well-being?

The desired sample size of 180 at the study's outset was determined to provide sufficient statistical power for all intended analyses. The sample population was convenient and obtained initially through subjects known personally to the researcher. A link to an online survey on well-being was sent to participants.

The measurement tool used in this study is based on Seligman's (2011) work on well-being. The Workplace PERMAH Profiler is a valid and reliable ($\alpha = .94$) instrument that measures flourishing in terms of six domains: positive emotion, engagement, relationships, meaning, accomplishment, and health. The instrument consists of 23 questions based on a 5-point Likert scale. Eight additional questions have been added to the survey to determine demographic information and the teacher's level of self-perceived spirituality.

Participants were ensured that the data they provided remained confidential and private. All data were maintained in password-protected documents on a password-protected device, and the device was kept in a locked office.

Overview of Analyses

Preliminary analyses of information obtained were done to prevent errors in complete analysis of data. The preliminary analysis focused on missing data, demographic information, and reliability of participants' responses. The randomness of missing data was assessed using Little's MCAR test statistic. An MCAR value of $p > .05$ was considered indicative of sufficient randomness of missing data. Demographic information was analyzed using frequency counts (n) and percentages (%).

Internal reliability of participant response to the survey instrument was assessed using Cronbach's alpha (α). The statistical significance of α was evaluated through the application of the F test. F values of $p < .05$ were considered statistically significant.

The research questions were analyzed using statistical processes of descriptive and inferential techniques. Frequency counts (*n*), measures of central tendency (mean scores), and variability (standard deviation) represented the primary descriptive statistical techniques. The *t*-test of independent means represented the primary inferential technique.

The alpha or probability level of $p < .05$ represented the threshold for statistical significance of findings. The Cohen's *d* statistical technique was used to assess the magnitude of effect and effect size in each of the research questions, and Cohen's conventions were applied to all *d* values for quantitative interpretive purposes.

Delimitations

The participants in this study were teachers who work in a K-12 Christian school system. The results may not be generalizable to the entire population of K-12 teachers. The scope of survey participants was also limited by the reach of the survey administrator.

Summary

Educators play a vital role in the development of young people. The increased challenges to the teaching profession have resulted in diminished teacher well-being and thus a decreased supply of qualified teachers. This study revealed the areas of well-being where teachers are functioning the highest and the areas where teachers are functioning the lowest. Well-being has beneficial consequences including improved job performance and more fulfilling relationships. People who report an increased sense of well-being have better physical health, fewer sleep problems, lower levels of burnout, greater self-control, better self-regulation, and improved coping abilities. These outcomes support the importance of increased teacher well-being.

II. REVIEW OF LITERATURE

The purpose of this quantitative study was to examine the factors that influence the well-being of teachers in K-12 Christian schools. The positive psychology framework and modified PERMAH instrument used in this study measured individuals' subjective, or self-reported, well-being based on positive emotions, engagement, relationships, meaning/purpose, accomplishment/achievement, and health. In developing a theory, Seligman (2012) chose components that individuals can pursue since they are intrinsically motivating and contribute to well-being. The traditional approach to measuring teacher well-being has been from a problem-based perspective (e.g., reducing teacher stress or job dissatisfaction) rather than focusing on the indicators of human thriving that make up the positive psychology framework. Positive traits that might guard against adversity could contribute to teacher effectiveness. Positive associations have been shown between the PERMAH components and physical health, vitality, job satisfaction, life satisfaction, and organizational commitment (Kern et al., 2014).

Positive Emotion

Although the PERMAH model focuses on positive emotions, negative emotions are addressed to support the framework. Increasing positive emotions helps people build the resources that lead to resilience and overall well-being (Seligman, 2012). Conner et al. (2018) found that participating in creative activities and hobbies built positive emotions. The purpose of Conner et al.'s research was to evaluate whether creative behavior in day-by-day life leads to

increases in well-being as measured by positive emotions, negative emotions, and flourishing. Participants included 658 individuals (70.2% female) with an average age of 19.8 years. All were students at the University of Otago in New Zealand, with more than half of the participants having been recruited through the psychology department's experimental participation program and were reimbursed with partial course credit. The researchers collected data by participants completing an online questionnaire for 13 consecutive days. The questionnaire included extensive questions about the participants' feelings, thoughts, and behaviors for that day including positive emotions, negative emotions, flourishing, and creative activity. Creative activity was measured with the sole question: "Overall, how creative were you today?" Creativity includes producing unique or original ideas, expressing oneself in an authentic and useful way, or spending time doing artistic activities (art, music, painting, writing, etc.). The questionnaire included 18 measures of positive emotion and negative motion that measured different ranges of emotions on how they felt that day. The questionnaire included the eight-item Flourishing Scale that assessed feelings of purpose and meaning. Participants' personality traits were assessed using the 60-item NEO Five-Factor Inventory at the initial laboratory session.

A total of 6,325 questionnaires were analyzed using the hierarchical linear modeling program (HLM, version 6.08; Raudenbush et al., 2004). Researchers used HLM to determine the carry-over effects of daily creative activity on next-day changes in well-being (positive emotion, negative emotion, flourishing) and vice versa. Conner et al. (2018) also tested whether participants varied in the strength of the carry-over effects (chi-square tests). Results indicated that engaging in creative pursuits on one day predicted significant rises in next-day positive emotion and, even more so to next-day flourishing ($p = .029$) but experiencing higher positive emotion or flourishing on one day did not predict more creative activity the next day ($p = .462$).

No carry-over effects were observed in either direction between creative activity and negative emotion. People who engaged in creative pursuits one day reported feeling significantly more energetic, enthusiastic, and excited the next day. Those who participated in daily creative activity also reported feeling calm, content, relaxed, happy, cheerful, and pleasant. The researchers also found that there was no significant effect for personality traits. The findings support the promotion of creative activities to increase well-being.

Wang et al. (2022) studied coping strategies teachers use to manage stress and negative emotions during class. To identify teachers' types of coping profiles (combinations of coping strategies), researchers surveyed 947 Canadian teachers who taught first through 12th grade. The researchers also wanted to identify the characteristics of each coping profile and how each coping profile differed from the others. Most survey participants were female (82.3%) and Caucasian (94.6%). The mean age of the sample was 42.29 years with an average of 15.16 years of teaching experience.

The statistical analyses of Wang et al.'s (2022) quantitative study involved three steps. First, missing data analyses, descriptive statistics calculations, and correlation analyses were conducted. Chi-square analyses and t-tests were conducted to analyze demographics and outcome variables. Next, latent profile analysis was conducted using M*Plus* software to identify teachers' coping profiles and investigate the attributes of each profile. Results showed the three-coping profile solutions (problem-avoidant copers, adaptive copers, and social-withdrawal copers) to be ideal.

The adaptive copers, having the highest level of problem-solving and social support, reported the most ideal pattern of results, including the highest levels of enjoyment and job satisfaction and the lowest levels of anxiety, anger, burnout, and quitting intentions. Adaptive

copers contrasted with social-withdrawal copers, who disengage and hope for the best. Social-withdrawal copers showed the most maladaptive results, reporting the lowest levels of job satisfaction and the highest levels of anger, anxiety, burnout, and quitting intentions among the three profiles. Lastly, problem-avoidant copers were more adaptive than social-withdrawal copers but more maladaptive than adaptive copers. The third profile reported the lowest level of enjoyment among all three profiles though the difference between problem-avoidant copers and the social-withdrawal profile on enjoyment was not statistically significant. Recognizing that teachers do not all similarly react to stress is a key factor to consider when working to increase teacher retention and foster effective classroom practices. Teacher professional development programs can be designed to recognize teachers' coping styles and the effects on teachers' mental and emotional health, motivations, and longevity (Wang et al., 2022).

Hoffman et al. (2020) sought to identify the importance of mental health activities for teachers' well-being and positive functioning, while considering mood, feelings, and attitudes. Hoffman et al. (2020) used a snowball sampling procedure by sharing the link to the online survey at a conference as well as with education colleagues. The study sample was comprised of 326 German teachers, 75% of whom were female and 25% were male with a mean age of 44.

Hoffman et al. (2020) used several instruments to gather data. The Mental Health Activity Scale (MHAS; Hofmann & Kohlmann, 2019) assessed the general practice of mental health activities in the areas of positive orientation, physical engagement, and emotional regulation. The Positive Mental Health Scale (PMH; Lukat et al., 2016) was utilized to evaluate the presence of general emotional, psychological, and social well-being. The Work-Related Coping Behavior and Experience Pattern (WCEP; Schaarschmidt & Fischer, 2008) questionnaire was used to capture professional commitment, coping capacity, and emotions. Finally, the

subjects' expressed or observed emotional response was assessed using the Positive Affectivity and Negative Affectivity scales (PANAS; Krohne et al., 1996).

Means, standard deviations, and internal consistencies were calculated for mental health activities, positive mental health, work-related behavior and experiences, and positive and negative affectivity. Kendall's tau was used to determine the link between WCEP types and mental health activities (Arndt et al., 1999). All other correlation coefficients were calculated based on the Pearson product-moment correlation coefficient. To test whether mental health activities influence the effect of emotional disposition on positive mental health and work-related behavior and experiences, mediation analyses were calculated with a robust maximum likelihood estimator (MLR) and full information maximum likelihood procedure (FIML).

Overall, mental health activities were positively associated with positive affectivity ($r = .53$) and positive mental health ($r = .55$). MHAS subscales were also strongly positively associated with positive affectivity and positive mental health, with positive orientation showing the highest correlation coefficients ($r = .81$), followed by emotion regulation ($r = .77$), and physical engagement ($r = .68$). Regarding work-related variables, mental health activities were positively associated with a higher probability for those WCEP types who reflect healthy work-related behavior and experiences, especially with the healthy-ambitious type for whom all subscales were strongly positively correlated, particularly the subscales positive orientation and emotion regulation (Hoffman et al., 2020).

The researchers assumed that the practice of mental health activities was associated with more positive mental health and healthier work-related behaviors and experiences, and Hofmann et al.'s (2020) research supported this assumption. Mental health activities were associated with high coping abilities and positive emotions and seemed slightly related to work motivation and

engagement. The finding suggests the benefits of a combination of resilience strategies as a preventative strategy. Overall, mental health activities were more closely related to positive emotions and coping abilities than to work motivation. Therefore, incorporating strategies such as meaningful goal setting could be beneficial to boost teacher motivation. Bolstering recognition from others and creating a positive school culture could also be constructive (Falecki & Mann 2020; Mansfield et al. 2016).

Another goal of Hoffman et al.'s (2020) study was to test the mediating role of mental health activities to a person's expressed or observed emotional response (affect). Teachers with a higher ability to experience feelings, emotions, motivations, and judgments (positive affectivity) were more likely to take part in mental health activities, explaining why positive affectivity was positively related to positive mental health. Conversely, teachers high in negative affectivity were less likely to participate in mental health activities, which consequently was negatively associated with positive mental health. Not engaging in mental health activities explained why negative affectivity was associated with reduced positive mental health. Research on happiness and subjective well-being discussed a genetically predisposed range of one's ability to experience life satisfaction, which were relevant for positive outcomes in life and work (Watson, 2002).

Buric and Macuka (2018) sought to examine the relationship between teachers' work engagement and emotions, both positive (joy, pride, and love) and negative (anger, fatigue, and hopelessness). Buric and Macuka (2018) wanted to determine whether positive emotions (namely joy, pride, and love) would positively predict work engagement over time, and vice versa. Buric and Macuka (2018) also wanted to know whether negative emotions (anger, hopelessness, and fatigue) would negatively predict work engagement over time, and vice versa.

Buric and Macuka (2018) also examined the role self-efficacy played in connection to teachers' emotions and work engagement. The quantitative study participants were comprised of a convenience sample of 941 teachers of 11 to 18-year-old students. The teachers were employed in 118 state schools in Croatia. Survey data were collected in two rounds, resulting in 941 teacher participants, 157 male, 777 female, and seven who did not disclose gender. The Teacher Emotion Questionnaire (Buric & Macuka, 2018) was used to measure teachers' emotions (joy, pride, anger, fatigue, and hopelessness) regarding students in general. Work engagement was measured using the Utrecht Work Engagement Scale (UWES; Schaufeli & Baker, 2003), which measured vigor, dedication, and absorption. Self-efficacy was measured by the Teacher Self-Efficacy Scale (Schwarzer et al., 1999), which examines job accomplishment; skill development on the job; social interaction with students, parents, and colleagues; and coping with job stress. For this study, self-efficacy was defined as a belief in one's capabilities to organize and execute the course of action required to produce given attainments (Bandura, 1977). Self-efficacy is a self-evaluation construct that reflects a person's perception of capacity to control the environment and successfully impact it (Hobfoll et al., 2003). According to Bandura (1977), an individual's self-efficacy expectations determine whether an individual would initiate an activity, the effort they would devote, and the length of time they would continue when faced with impediments and failures. An individual with higher levels of self-efficacy would select more demanding tasks, invest more effort, display higher perseverance when confronted with obstacles, and more readily remain committed to goals (Schwarzer & Hallum, 2008). Buric and Macuka (2018) wanted to know whether self-efficacy would positively-predict positive emotions and work engagement and negatively predict negative emotions. Buric and Macuka (2018) included teacher self-efficacy as a vital personal predictor of teachers' emotions and work

engagement. Correlation analysis showed a reciprocal relationship between work engagement and emotions. Teachers who experienced more joy, pride, and love toward students were more engaged in work ($r = .37$). Teachers who reported increased self-efficacy were also more engaged ($r = .53$).

In addition to supporting the hypothesis that positive emotions are an outcome of work engagement, the results suggested that negative emotions are also important in understanding work engagement. Teachers who experienced more fatigue, anger, and hopelessness reported less vigor, absorption, and dedication and were less engaged in work as teachers. The results of Buric and Macuka's (2018) study demonstrate a relationship between emotions, engagement, relationships, and health and the impact the factors have on one another.

Engagement

Seligman (2012) described engagement as being one with the music. In studying engagement, Hungarian psychologist Mihaly Csikszentmihalyi (1989) devised a concept named "flow." Flow occurs when an individual is entirely focused on the task at hand. Since flow involves the perfect combination of challenge and skill, people are more likely to experience it when using skills and character strengths (Csikszentmihalyi & LeFevre, 1989).

Strecker et al. (2018) explored the relationship between specific work characteristics (autonomy, social support/work resources, cognitive demands/learning at work, and skill adequacy/qualifications/person-organization fit), the applicability of individual character strengths at work, and work engagement as well as well-being. In this study, Strecker et al. (2018) focused on physicians and based the study's theoretical assumptions on the field of positive psychology. The cross-sectional sample consisted of 173 German-speaking physicians from two hospitals in Austria. The physicians (65% women, 35% men) came from various

medical disciplines, and the mean age of the total sample was 33.4 years. The background for

Strecker et al.'s (2018) study was based on research that suggested individual character strengths

are important in the context of the workplace because of the positive influence on people's

behavior. Moreover, Strecker et al. cited Littman-Ovadia and Steger (2010) who argued that the

ability to use one's character strengths in the workplace is even more important for job

satisfaction than the individual's possession of certain character strengths. Based upon the

premise, Strecker et al. first identified thriving work characteristics (autonomy, cognitive

demands, and skill adequacy) using the self-report version of the Activity and Work Analysis in

Hospitals (TAA-KH-S; Büssing & Glaser, 2002). The measure distinguishes between

challenging work demands, work resources, and work stressors. Social support and supervisors

were measured using the Salutogenic Subjective Work Analysis (SALSA; Rimann & Udris,

1997).

Two instruments were used to measure the applicability of signature character strengths

at work (ASCS-W). The first instrument used was the 120-item version of the Values in Action

Inventory of Strengths (VIA; Höfer et al., 2018 in this version; Littman-Ovadia, 2015; original:

VIA Institute on Character 2014) to measure the top five character strengths. In addition, the

Applicability of Character Strengths Rating Scales (ACS-RS) by Harzer and Ruch (2013), was

used to evaluate the applicability of the top five signature character strengths in the work context

(ASCS-W). Work engagement was measured with the German nine-item short-version of the

Utrecht Work Engagement Scale (UWES; Schaufeli & Bakker 2003; Schaufeli et al., 2006) and

the Comprehensive Inventory of Thriving (CIT; Hausler et al., 2017; Su et al., 2014) was used to

measure general well-being.

All four work characteristics – autonomy, social support, cognitive demands, and skill adequacy – revealed significant standardized regression coefficients between .19 and .23 on the ASCS-W), confirming the researchers' hypothesis that these characteristics relate positively to the ASCS-W. The correlation between ASCS-W and work engagement was positive and significant ($r = .43$). The correlation between ASCS-W and general well-being was positive and significant ($r = .31$). These results indicated that employees who have decision-making power, adequate resources, perceive they learn at work, and are qualified for the role are more engaged in the workplace.

The positive psychology framework focuses on increasing positive emotions, attitudes, behaviors, and institutions (Csikszentmihalyi & Csikszentmihalyi, 2006). A principal component of positive psychology is the position that an individual innately possesses a series of strengths. Purposefully investing in the identification, use, and growth of these strengths can nurture positive outcomes such as well-being, performance, optimal functioning, and fulfillment (Clifton & Harter, 2003; Dubreuil et al., 2014; Forest et al., 2012; Linley & Harrington, 2006; Peterson & Seligman, 2004). Based upon several previously published instruments, Dubreuil et al. (2016) developed a strength-based workplace intervention that measured the effects of strengths on well-being and work performance as well as passion, subjective vitality, and concentration, core components of the experience of flow or engagement (Kawabata & Mallett, 2011; Nakamura & Csikszentmihalyi, 2002). Through the use of the three-step intervention, participants first identified strengths using the VIA-Survey (Peterson & Seligman, 2004) and completed a brief follow-up questionnaire to encourage deeper consideration of results as well as prepare for the second step. In the second step, participants joined in a group meeting to individually answer questions relating to participant's strengths in the context of the past, the present, and the future.

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The questions guided the participants to reflect on their strengths and how the strength contribute to daily life and work success. After a 20-minute pause, the group continued with the third step where participants were asked to individually answer questions relating to strength development in the workplace (e.g., "Are there any strengths that remain underused in your work?; What can you do to let your colleagues and/or supervisor know about your strengths?; Could some strengths be used to counterbalance your weaknesses? How?; What new skills or knowledge can you learn to develop your strengths even more?") (Peterson & Seligman, 2004). Three months later, participants responded to the same initial survey.

To verify the influence of the intervention program on the studied variables, a series of paired sample t-tests were conducted to compare the mean results at time one and time two. Results showed a significant increase in strengths use ($p = .01$) and life satisfaction ($p = .01$), but no difference for strengths knowledge ($p = .07$), in-role behaviors ($p = .37$), harmonious passion ($p = .21$), subjective vitality ($p = .43$) and concentration ($p = .83$). Dubreuil et al. (2016) conducted further analysis to isolate the various levels of change in strengths use following the intervention and compare the effects on the studied variables.

Dubreuil et al.'s (2016) results suggested that while the intervention program did not help participants gain a better knowledge of their own strengths, it did increase the daily use of strengths in the workplace, demonstrating that the intervention program is mainly beneficial in stimulating participants to be attentive to strengths and to discover enhanced ways to maximize the use of strengths. Results also revealed a substantial increase in participants' well-being after the intervention. The results tended to support the possibility that more time and effort should be committed to helping participants fully employ strengths development since participants who showed the highest increase in strengths use reported not only gains in well-being but also

significant increases in harmonious passion ("My work is a passion, that I still manage to control."; "My work is in harmony with the other activities in my life") and work performance. When workers participated in activities that the workers viewed as strengths, work engagement increased.

Garrick et al. (2018) distributed an online survey of teacher stress and well-being to 1,116 Australian school teachers and received 960 responses. The cross-sectional online survey measured sleep quality, time spent in non-work time activities, work-related fatigue, and engagement. Predictor variables included hours per day engaged in work-related activities executed at home, passive activities, socializing, exercise, hobbies, and sleep quality. Control variables included gender and hours per day engaged in housework. Outcome variables were work-related fatigue and engagement. Garrick et al. (2018) employed the Chronic Fatigue subscale from the Occupational Fatigue Exhaustion Recovery (OFER) scale, a previously validated tool based on findings that suggest that chronic fatigue results from insufficient recovery between repeated instances of acute fatigue (Winwood et al., 2006). Work engagement was defined as a positive and fulfilling work-related state of mind characterized by vigor, dedication, and absorption and was measured using an adapted form of the condensed version of the Utrecht Work Engagement Scale (UWES; Schaufeli et al., 2006).

Garrick et al. (2018) examined the frequencies of time periods participants reported spending in various non-work time activities. Regarding work-related tasks performed at home, 34% of participants reported spending between 1 and 2 hours per day, 25% reported spending more than 2 hours per day (25%), and 20% reported spending more than 3 hours per day (20%). More than half (56%) reported spending less than 30 min/day in social activities. Nearly one-quarter (24%) reported not engaging in exercise, and 45% reported exercising for less than 30

minutes daily. Over one-third (36%) reported typically spending no time on a hobby. Garrick et al. (2018) found that fatigue had a significant positive relationship with working at home, and significant negative relationships with sleep quality, socializing, exercise, and hobbies. Engagement had significant positive relationships with sleep quality, working at home, socializing, exercise, and hobbies. A moderate inverse relationship existed between fatigue and engagement. Garrick et al. (2018) conducted two sets of hierarchical multiple regression analyses to determine if non-work time activities predicted levels of fatigue and work engagement. The final model predicting occupational fatigue ($R^2 = 0.29$; adjusted $R^2 = 0.28$) demonstrated an unfavorable effect of working at home on teachers' fatigue. Sleep quality exerted a large effect on engagement, while socializing and working at home exerted small effects.

Sleep quality was significantly related to higher levels of engagement. Contrary to what the researchers expected, higher amounts of nonpaid work were positively associated with work engagement, although the result was not statistically significant. Notwithstanding the positive relationship between working at home and engagement, Garrick et al. (2018) also found that time spent working at home is correlated to higher fatigue, indicating that non-paid work may have negative consequences for teacher well-being. Garrick et al.'s findings suggest that the types of leisure-time activities one engages in are less important to stress and motivational outcomes than achieving high-quality sleep.

Relationships

In the PERMAH framework, relationships refer to feeling supported, loved, and valued by others (Seligman, 2012). Based on social interdependence theory (Deutsch, 1949, 1962), Zhang et al. (2022) conducted two studies to examine how high-commitment work systems (HCWS) affect employee well-being through workplace friendship beyond the effects of formal

interpersonal relationships. Social interdependence theory submits that when interdependence among individuals promotes goal/outcome attainment, it produces an environment with more cooperation of efforts and better communication. HCWS are human resource practices intended to stimulate employee commitment to carrying out organizational goals.

In Study 1, using time-lagged data from a sample of 253 full-time employees, Zhang et al. (2022) found that informal workplace friendship mediated the relationship between HCWS and employee well-being. Task interdependence also reinforced the relationship between HCWS and workplace friendship as well as the indirect effect of HCWS on employee well-being. In Study 2, Zhang et al. (2022) replicated these findings and extended them to multiple forms of well-being using multilevel data collected at three time points from 310 employees in 61 organizations. To assess whether HCWS would be positively related to workplace friendship, Zhang et al. (2022) examined a direct effect model in which workplace friendship was predicted by HCWS and control variables (i.e., education, marital status, and relative income). The results showed that HCWS was positively and significantly related to workplace friendship ($b = 0.39$, $p < 0.05$). Zhang et al. also tested the mediating effects of workplace friendship, and the results showed that the indirect effect of HCWS on employee well-being through workplace friendship was positive and significant (indirect effect = 0.27, 95% CI = [0.09, 0.50]).

In study 1, the results showed that the interaction between HCWS and task interdependence was positively related to workplace friendship ($b = 0.05$, $p < 0.05$), that the relationship between HCWS and workplace friendship was significant and positive for people with high task interdependence ($b = 0.19$, $p < 0.01$). The relationship was not significant for those low in task interdependence ($b = 0.08$). The results revealed that the indirect effect of workplace friendship was positive and significant when task interdependence was high (indirect

effect = 0.13, 95% CI = [0.05, 23]), while the indirect effect was not significant when task interdependence was low (indirect effect = 0.05, 95% CI = [-0.02, 20]).

In study 2, the results showed that HCWS was positively related to workplace friendship (γ = 0.44, p < 0.01). The results also demonstrated that workplace friendship was positively associated with all the five criteria of well-being: job satisfaction (γ = 0.46, p < 0.01), positive affect (γ = 0.36, p < 0.01), negative affect (γ = -0.29, p < 0.01), life satisfaction (γ = 0.96, p < 0.01), and PWI (γ = 0.80, p < 0.01). In addition, the interaction effect of task interdependence between HCWS and workplace satisfaction was positively related to workplace friendship (γ = 1.39, p < 0.01).

Amati et al. (2018) drew data from a cross-sectional, multipurpose survey conducted in Italy. The annual survey interviews approximately 50,000 individuals in 20,000 households and collects information on various aspects of life including demographic, information, socioeconomic status, family structure, health, lifestyle, religious practices, and social integration. For those over the age of 14, the survey included the life satisfaction question, "How satisfied are you with your life on the whole at present?" Answers range between 0 (*not satisfied at all)* and 10 (*very satisfied*). For this study, Amati et al. (2018) considered the life satisfaction of 25,190 individuals aged 18-64 and found that 64.4% chose a score of 7 or above, indicating that participants were quite satisfied with life. Two additional questions were asked relating to the frequency at which people met with friends during personal time and their satisfaction with friendships over the previous 12 months.

Using a multilevel logistic model, Amati et al. (2018) found a bidirectional link between life satisfaction and friendships. People who reported meeting with friends more often and being more satisfied with friendships tended to report higher life satisfaction. Conversely, people who

seldom met with friends and/or were not satisfied with relationships reported a lower level of life satisfaction. The relationship between the variables describing friendship relationships and life satisfaction was statistically significant. Likewise, satisfied people are inclined to have deeper and closer relationships. Having friends and close collegial relationships are important predictors of life satisfaction, thus stressing the importance of fostering work relationships and guarding personal time.

Meaning

Turner and Thielking (2019) took a qualitative phenomenological approach to determine the ways in which teachers find meaning in work and the effect it has on pedagogical practice. The five participants were from a sampling of five primary schools in Victoria, Australia, teaching grades one through five. This small, homogenous group sample is acceptable in phenomenological research (Creswell, 2007). Each participant was interviewed three times. Turner and Thielking were explicitly looking for participants self-identifying as having a calling to teach, and the first interview was to determine suitability for the study.

The goal of the second interview was to ask the teachers to intentionally look for meaning in work each day for a period of 15 days by writing a daily reflection. This interview followed a script for all participants that included an explanation of "meaning" and "work orientation" as defined by Wrzesniewski et al. (1997). After 15 consecutive days, the teachers were interviewed for a third time and asked questions such as "How did you find meaning in your work?'; 'In what ways does your work make the world a better place?"; and "Did consciously looking for meaning in your work change your teaching practice?" (Turner & Thielking, 2019). All teachers reported finding meaning by positively impacting students' lives, providing students with classroom learning opportunities, improving pedagogical knowledge,

relationships with students, providing social support to colleagues, and consciously noticing what was going well. In this study, teachers found meaning through multiple sources. The sources were often combined; if one were missing, the teachers' focus would shift to another source of meaning. When the teachers in this study were tasked with finding meaning in work, the teachers reported that it changed their pedagogical practice. They became more student-focused, creating meaningful activities and a fun and engaging atmosphere for students. The teachers described prioritizing colleagues' social support over administrative tasks. Turner and Thielking (2019) noted, however, an incongruence between the activities the teachers reported brought meaning and the activities performed daily, which could negatively impact teachers' well-being. Since a person's perception of meaningful work has been closely connected to subjective well-being (Seligman, 2012), supporting teachers to find meaning in work may safeguard teachers from the stressful nature of teaching.

Shiba et al. (2021) examined the association between a self-reported sense of purpose and mortality over an 8-year period. This study focused on the gender and race/ethnicity of the subjects. Data were from the Health and Retirement Study (HRS), an ongoing nationwide panel study of U.S. adults aged 50 years and older. In 2006, the HRS began visiting a randomly selected 50% of study participants for an enhanced face-to-face interview. The remaining 50% of participants were evaluated with the same protocol in 2008. At both time points, the respondents completed a self-administered psychosocial questionnaire at home. The questionnaire included items assessing a sense of purpose. The response rate was 88% in 2006 and 84% in 2008. Shiba et al. (2021) combined the respondents from 2006 and 2008 and used the de-identified data as a baseline. Mortality information was obtained up to 2014 for the 2006 participants and 2016 for the 2008 subsample. Purpose of life was assessed as the baseline dates of 2006 and 2008 using

the validated 7-item purpose in life subscale of the Ryff Psychological Well-being Scales (Ryff & Keyes, 1995). Gender and race/ethnicity were considered as potential effect modifiers using self-reported survey data. Socioeconomic status, self-reported baseline physical health, and depression were considered covariates.

Shiba et al. (2021) observed an overall trend across all groups that as purpose levels increased, the risk of mortality from all causes decreased. Baseline purpose levels were similar between men and women; however, purpose mortality association was somewhat stronger among women compared to men, suggesting that the highest level of purpose may be more protective against mortality among women.

In a separate study, Shiba et al. (2021) looked at the same sample data collected from the Health and Retirement Study (HRS) in the above study to determine if there were associations between purpose in life and mortality by socioeconomic status. Understanding that purpose enhances health by increasing the likelihood of participating in health-promoting behaviors, Shiba et al. examined if an association to socioeconomic status (SES) existed as an increased SES could provide more resources to healthy living. As potential effect modifiers of the association between purpose in life and mortality, three separate measures of SES at baseline were examined: (a) education, (b) annual total household income, and (c) total wealth.

Among the 13,159 individuals in the study sample, 3,253 people (24.7%) died by the end of the 8-year follow-up period. Those with a higher baseline purpose were less likely to die during the follow-up period than participants with a lower purpose. Overall, people with high purpose were consistently inclined to have lower mortality risk than participants with low purpose, irrespective of educational attainment, income, or wealth. However, when considering

people with mid-range levels of purpose, there was an association with mortality only among people with higher SES.

Wang et al. (2021) researched the relationship between meaning in life and subjective well-being by examining the mediating role of self-efficacy. The participants were 245 undergraduate students from Chinese universities whose ages ranged from 17-23 years of age. Subjective well-being was evaluated using the Satisfaction with Life Scale (SWLS; Diener et al., 1985) and the Positive and Negative Affect Schedule (PANAS; Watson et al., 1988), which assesses the affective aspect of well-being. The Meaning in Life Questionnaire (MLQ; Steger et al., 2006) was utilized to assess the extent of the participants' perception that life is meaningful. Lastly, the Generalized Self-Efficacy Scale (GSES; Luszczynska et al., 2005) was the self-administered questionnaire used to assess the general perception of perceived self-efficacy. Wang et al. (2021) used bootstrapping analysis to examine the mediating effect of self-efficacy in the relationship between meaning of life and subjective well-being and found that the indirect effect of self-efficacy was significant ($d = .11$). Wang et al. (2021) explored the relationship of meaning of life, self-efficacy, and subjective meaning, then examined the mediating role of self-efficacy in the relationship between meaning of life and subjective well-being. The results revealed that both self-efficacy and meaning in life were characteristics that contributed positively to the students' subjective well-being ($d = .20$ and $d = .50$, respectively). Additionally, self-efficacy mediated the effect of meaning in life on the participants' subjective well-being. The higher the reported meaning of life, the higher reported subjective well-being. The results also showed that the stronger the sense of meaning in life, the more confident participants were in overcoming obstacles and solving problems independently. Seeking teachers who have a

powerful sense of self-efficacy and building teacher development programs designed to empower young teachers can positively impact the longevity of teacher tenure.

Accomplishments

The meaning of accomplishment or achievement is perceived differently by different people within distinct cultures. To some individuals, accomplishment may mean wealth; to others, awards; and to others, verbal praise. When Seligman (2012) referred to accomplishments or achievements in PERMAH, this component of the framework included perseverance, grit, accomplishing a goal, and having the self-motivation to finish what one has set out to accomplish. Achieving intrinsic goals leads to more significant gains in well-being than external goals such as wealth (Seligman, 2013).

Dam et al. (2018) surveyed 222 emergency room residents from five accredited medical training programs. The survey included three distinct assessments: the Maslach Burnout Inventory (MBI), the World Health Organization-5 (WHO-5) Well-Being Index, and the Short Grit Scale (Grit-s). Controlling for sex and program level, grit had significant inverse correlations with the emotional exhaustion $(r = -0.28, p < 0.001)$ and depersonalization $(r = -0.35, p < 0.001)$ dimensions of burnout and significant positive correlations with the personal accomplishment $(r = 0.30, p < 0.001)$ dimension of burnout and the WHO-5 Well-Being Scale $(r = 0.24, p < 0.001)$. Rates of low well-being were significantly higher in female residents (69.6%) compared to 40.0% in males $(p < 0.01)$; there was no significant relationship between burnout and sex. Participants with high grit scores were less likely to experience burnout and low well-being $(OR = 0.26, 95\% \ CI = 0.46–0.85;$ and $OR = 0.33, 95\% \ CI = 0.16–0.72,$ respectively). Residents with low grit scores were more likely to experience burnout and low well-being $(OR = 7.67, 95\% \ CI = 2.06–33.21;$ and $OR = 2.76, 95\% \ CI = 1.31–5.79,$ respectively). Participants

reported an elevated level of burnout not related to training or sex. This study suggests that grit may help identify those who are at greatest risk for burnout, low psychological well-being, and depression, allowing administrators to identify individuals who may benefit from interventions to provide support and improve resilience. Early training could improve preservice training and support long-range goals and teacher retention.

Monnot and Beehr (2021) based their research on goals content theory (GCT), which suggests that the type of goal has an impact on the level of one's satisfaction with income, job, life, and accomplishments. Monnot and Beehr's (2021) research included data collected from 46,094 individuals across various regions of Asia. After participants were presented with a list of 25 goals, respondents were asked to select five that were important to them. The responses were then coded, which created six subsets: five intrinsic and one extrinsic. The intrinsic labels included: health, importance, safety and security importance, affiliation importance, community feeling importance, and self-acceptance and growth importance. The other subset was an extrinsic goal orientation labeled materialism importance. Gross household income for the previous year was reported, and discrete ranges were created. Subjective well-being was measured by asking specific questions related to the components of income satisfaction, job satisfaction, life satisfaction, and life accomplishment.

Monnot and Beehr (2021) assessed the association of relative intrinsic versus extrinsic goal orientation with subjective well-being and created mean-centered standardized scores for each goal index, which led to relative importance groups. Relative importance was defined as being above the standardized mean on the intrinsic scale score (e.g., community feeling importance) and below the standardized mean of the extrinsic (i.e., materialism) score. Monnot and Beehr (2021) hypothesized a curvilinear relationship between income and satisfaction.

Participants who reported the importance of health, safety and security, affiliation, community feeling, and self-acceptance and growth relative to materialism also reported greater well-being. Participants who reported greater relative importance of materialism goal orientation to each of the separate intrinsic goal orientations displayed lower levels of well-being. Intrinsically oriented individuals reported higher levels of job satisfaction, income satisfaction, life satisfaction, and life accomplishment.

Data showed positive relationships between income and job satisfaction. Of the relationships assessed, 78% of the quadratic relationships explained additional variance in job satisfaction, whereas only 33% of the cubic relationships explained additional variance in job satisfaction beyond quadratic, providing evidence that income has a diminishing marginal value on job satisfaction. Moderated regression showed that individuals who reported income as important were generally less satisfied with income. The results of this study demonstrated the positive impact intrinsic goals have on well-being and diminished the value of the theory that paying teachers more would lead to more job satisfaction and better well-being; although there is a marginal gain in well-being with an increase in income, the benefits do not continue to increase.

Health

Kushlev et al. (2020) evaluated the associations of each component of subjective well-being – satisfaction with life, positive and negative affect, and health behaviors such as exercising and not smoking. The data analyzed came from the Gallup Daily Poll, a comprehensive sample of nearly 2.5 million respondents from the United States. These data were collected over a period of eight years by Gallup conducting daily phone interviews of adults aged 18 and older, asking questions on life satisfaction, affect (how respondents felt and what they did

the previous day), and health behaviors (healthy eating, physical activity, smoking). Control variables included age, sex, education, income, and other life circumstances such as stress and pain.

Kushlev et al. (2020) found that life satisfaction and positive affect, but not negative affect, were predictors of health behavior, even after controlling for a wide range of variables, such as age and sex, chronic illness, daily stress and pain, and other pertinent considerations. Positive affect was linearly related to health behavior, while life satisfaction showed an association only for individuals who reported being "relatively satisfied" with life (but not for those dissatisfied with life). These associations occurred across gender and age, time and money, and access to a healthy diet and safe places to exercise. Kushlev et al. (2020) concluded that the relationship between well-being and health behavior is vigorous and generalizable in a large cross-section of the US population.

Kushlev et al. (2020) also noted that the strength of the relationships observed between subjective well-being and health behavior had a statistically small effect size $(r = 0.10$; Cohen, 1988). Although the bivariate relationships of each subjective well-being component with health behavior were closer to $r = 0.20$, only positive affect still predicted health behavior at $r > 0.10$ after controlling for a range of possibilities. Positive affect was a stronger predictor that the individual would follow healthy lifestyle guidelines (exercise, eat well, avoid smoking) than all but one of the control variables, including being in pain or under stress, having financial means and having access to a healthy diet and exercise amenities, and even fighting chronic illness and having health problems that interfere with daily life activities. The only control variable that explained more variance than positive affect (approximately three times as much) was age. These results demonstrated the importance of a positive outlook on the effects of well-being as

participants with a positive affect were more likely to engage in health-promoting activities. Though past research has suggested a reciprocal causal relationship between well-being on health and health behavior (Diener et al., 2017), the cross-sectional nature of this study precludes it from suggesting such causality but does support that subjective well-being is a predictor of health behaviors.

Wickham et al. (2020) studied the associations between sleep, physical activity, and dietary factors as mental health and well-being predictors in young adults. Wickham et al. collected data from 1,111 young adults aged 18-25 through an online survey as well as the measurement of demographic and health covariates. Using an adapted version of the Basic Nordic Sleep Questionnaire (Partinen & Gislason, 1995), Wickham et al. (2020) collected data from New Zealand and United States participants during 2018 and 2019 to assess sleep quantity and quality. The Center for Epidemiological Depression Scale (CES-D; Radloff, 1977) measured mental health by depressive symptoms, and the Flourishing Scale (Diener et al., 2010) measured well-being. Demographic covariates included age, sex, ethnicity, education level, employment status, and both childhood and adult socioeconomic status. Health covariates included body mass index, height, weight, and the presence of 12 common conditions (e.g., diabetes, anemia, hypertension, eating disorders, etc.).

On average, the participants slept approximately seven hours per night and took part in physical activity three days per week. They reported eating below the average of the recommended daily fruits and vegetables. The sample presented elevated depressive symptoms (an average CES-D score of 19; scores above 16 indicate risk of clinical depression), and the overall well-being of the sample was slightly positive, with an average flourishing score of five, corresponding with "slightly agree." The correlation between depressive symptoms and

flourishing was $r = -0.707$, $p < 0.001$. When controlling for the demographic and health covariates, sleep quantity and quality were the strongest lifestyle predictors of depressive symptoms. Individuals who slept within a range of 8–12 hours per night and had better sleep quality related fewer depressive symptoms. The second strongest predictor of depressive symptoms was physical activity. Dietary factors did not predict depressive symptoms in the controlled regression model. Sleep quality was the high predictor for flourishing, followed by physical activity, intake of raw fruits and vegetables, then sleep quantity. After eight servings, more raw fruits and vegetables per day no longer predicted any further well-being.

Sleep quality significantly outranked other health behaviors in the projection of mental health and well-being. A significant relationship existed between sleep quantity and both depressive symptoms and flourishing in that too little sleep was associated with higher depressive symptoms and lower flourishing. When considering other health behaviors, physical activity was also a significant predictor of depressive symptoms and flourishing (Diener et al., 2010).

Summary

A notable observation of the research findings is the interconnection between each of the PERMAH indicators. The referenced studies each included more than one PERMAH indicator, suggesting the dependent nature of the indicators and the benefit of each working together to create an overall sense of well-being. Proactively working on the components of PERMAH can increase well-being. Engaging in activities that evoke positive emotions, spending time engaging in enjoyable activities, fostering positive relationships, having purpose, setting goals, and maintaining a healthy lifestyle can all increase well-being.

III. METHODOLOGY

The purpose of this quantitative study was to examine the factors that influence the perceived well-being of teachers in K-12 Christian schools. For purposes of this study, well-being is defined as emotions, work engagement, relationships, sense of purpose, accomplishment, and health (Seligman, 2011). This chapter describes the research sample, context, instrumentation used, and method of data collection and analysis.

Description of Methodology

This quantitative research study was non-experimental and focused on the factors that provide teachers with a sense of well-being. The sample for the study was convenient, non-probable, and purposive. Study participants were drawn from one K-12 private Christian school system in Florida.

Research Context

The positive psychology framework and modified PERMAH instrument used in this study measured individuals' subjective, or self-reported, well-being based on positive emotions, engagement, relationships, meaning/purpose, accomplishment/achievement, and health (Seligman, 2012). The theoretical framework of this study focuses on solutions that are within the control of the teacher. Research has shown significant positive associations between each of the PERMAH components and physical health, vitality, job satisfaction, life satisfaction, and commitment within organizations (Kern et al., 2014).

Participants

The sample for the study was collected in a convenient, non-probable, and purposive manner. Kindergarten through 12th-grade teachers from one multi-campus Christian school system from one county in Florida were asked to participate. The sample of study participants consisted of approximately 81 K-12 teachers employed at a large K-12 Christian school in Florida. The teachers were emailed an invitation to complete the survey through Google Forms (see Appendix A).

Instrument

The measurement tool used in this study is based on Martin Seligman's (2011) work on well-being. The Workplace PERMAH Profiler is a valid and reliable ($\alpha = .94$) instrument that measures flourishing in terms of six domains: positive emotion, engagement, relationships, meaning, accomplishment, and health. The instrument consists of 23 questions based on a 5-point Likert scale. Eight additional questions were added to the survey regarding the teacher's level of spirituality as well as demographic information. The instrument was initially used in a pilot study for validation purposes. Cronbach's alpha, a common measure of scale reliability, was used. The internal consistency of the sample responses ($n = 11$) in the pilot study was good ($\alpha = .77$). Eleven of the survey items were reverse coded for reliability purposes. No changes were made to the piloted survey, and the survey results from the piloted survey were included in the data analysis.

Research Questions

This study's topic and research problem were addressed through the statement of the following research questions:

1. Considering the six dimensions of well-being - emotions, work engagement, relationships, sense of purpose, accomplishment, and health - in which dimension was the greatest degree of response effect reflected?

2. Will there be a statistically significant effect for study participants' grade level of service upon perceptions of well-being?

3. Will there be a statistically significant effect for study participants' years of experience in Christian schooling upon perceptions of well-being?

Procedures

Southeastern University's Institutional Review Board approved the study as an exempt status study. Permission was granted to conduct the research within the school system. A Google Form was utilized to distribute the online survey via school email to approximately 180 teachers. The initial email contained the study overview, the voluntary informed consent, and a link to the Google Form survey. The participants were assured of the privacy of the answers provided in the survey.

After seven days, a reminder email was sent expressing appreciation to those who participated and asked those who had not completed the survey to do so if they desired. The data were analyzed using IBM's Statistical Package for the Social Sciences (SPSS) Version 29, and the data were housed and secured on a password-protected computer stored in a locked office.

Preliminary Analysis

To address the research questions, descriptive statistical techniques were used. The study's demographic information was specifically addressed using the descriptive statistical techniques of frequencies (*n*) and percentages (*%*).

Research Question 1

To address the first research question, a one-sample *t*-test was conducted to assess the statistical significance of study participant responses to survey items associated with the six dimensions of the study's overarching construct of well-being. The assumption of data normality was addressed and satisfied through inspection of respective skew and kurtosis values for each of the six dimensions.

Research Question 2

Research question two was addressed using an analysis of variance (1 x 3 ANOVA) to evaluate the degree to which there were statistically significant differences in the construct of well-being by study participant's years of service in Christian schooling. The assumption of homogeneity of variances was assessed and satisfied through inspection of the Levene *F* value (F $(3, 77) = 0.28$; $p = .76$). The assumption of data normality was addressed and satisfied through inspection of respective skew and kurtosis values for the dependent variable of well-being in the analysis.

Research Question 3

For the third research question, an analysis of variance (1 x 4 ANOVA) was conducted to evaluate the degree to which there were statistically significant differences in the construct of well-being by study participant years in Christian schooling. The assumption of homogeneity of variances was assessed and satisfied through inspection of the Levene *F* value (F $(3, 77) = 0.65$; $p = .59$). The assumption of data normality was addressed and satisfied through inspection of respective skew and kurtosis values for the dependent variable of well-being in the analysis.

Summary

The purpose of this study was to examine the factors that influence the perceived well-

being of teachers in K-12 Christian schools. The measurement tool used in this study is based on Martin Seligman's (2011) work on well-being. The Workplace PERMAH Profiler is a valid and reliable ($\alpha = .94$) instrument that measures flourishing in terms of six domains: positive emotion, engagement, relationships, meaning, accomplishment, and health. Since five additional questions were added to the survey regarding the teacher's level of spirituality and demographic information, the instrument was initially used in a pilot study for validation purposes. Cronbach's alpha was used to determine the internal consistency of the sample responses ($n = 11$) in the pilot study and was found to be good ($\alpha = .77$). The unmodified survey was distributed to 180 teachers, and the resulting data were analyzed. The findings are formally reported in Chapter IV of the study.

IV. RESULTS

The purpose of the study was to evaluate the factors that influence the self-reported well-being of teachers in K-12 Christian schools. The study's overarching construct was well-being, defined through the dimensions of positive emotions, work engagement, relationships, sense of purpose, accomplishment, and health. A quantitative, non-experimental research design was used to address the study's topic. A survey research methodology was used to collect study data. Three research questions were stated in the study. Descriptive and inferential statistical techniques were used to analyze study data. The study data analysis and findings reporting were conducted using IBM's Statistical Package for the Social Sciences (SPSS v. 29). The following represents the reporting of study findings at the preliminary and foundational descriptive statistical level.

Descriptive Statistical Findings

Demographic Identifying Information

The study's demographic information was evaluated using descriptive statistical techniques. The study's demographic information was specifically addressed using the descriptive statistical techniques of frequencies (*n*) and percentages (*%*).

Table 1 contains a summary of findings for the descriptive statistical analysis of the study's demographic identifying information of participant gender, age, educational setting, overall years in education, and years in Christian schooling.

Table 1

Descriptive Statistics Summary Table: Demographic Information (Gender, Age, Educational Setting, Overall Years in Education, and Years in Christian Schooling)

Variable	*n*	*%*	Cumulative %
Gender			
Female35	69	85.19	85.19
Male	12	14.81	100.00
Missing	0	0.00	100.00
Age			
21-30	5	6.17	6.17
31-39	6	7.41	13.58
40-49	21	25.93	39.51
50-59	22	27.16	66.67
60 and Older	11	13.58	80.25
Missing	16	19.75	100.00
Educational Setting			
Elementary	35	43.21	43.21
Middle/Junior High School	13	16.05	59.26
High School	33	40.74	100.00
Missing	0	0.00	100.00
Overall Years Education			
1 to 9 Years	18	22.22	22.22
10 to 19 Years	18	22.22	44.44
20 to 29 Years	30	37.04	81.48
30 Years or More	15	18.52	100.00
Missing	0	0.00	100.00
Years in Christian Schooling			
1 to 9 Years	28	34.57	34.57
10 to 19 Years	26	32.10	66.67
20 to 29 Years	21	25.93	92.59
30 or More Years	6	7.41	100.00
Missing	0	0.00	100.00

Descriptive Statistics: Dimensions of Well-Being

Descriptive statistical techniques were used to assess the study's response data within the construct of well-being. The study response data within survey items represented on the research

instrument were specifically addressed using the descriptive statistical techniques of frequencies (*n*), measures of central tendency (mean scores), variability (minimum/maximum; standard deviations), standard errors of the mean (SE_M), and data normality (skew; kurtosis).

Table 2 contains a summary of findings for the descriptive statistical analysis of the study's response data associated with the dimensions of the construct of well-being.

Table 2

Descriptive Statistical Summary Table: Dimensions of Well-Being

Dimension	*M*	*SD*	*n*	SE_M	Min	Max	Skew	Kurtosis
Accomplishment	4.30	0.38	81	0.04	3.33	5.00	0.04	-0.14
Engagement	4.29	0.52	81	0.06	2.67	5.00	-0.75	0.88
Positive Emotions	4.13	0.55	81	0.06	2.00	5.00	-0.87	2.11
Relationships	4.41	0.53	81	0.06	3.33	5.00	-0.50	-0.77
Meaning	4.56	0.40	81	0.04	3.33	5.00	-0.68	-0.11
Health	3.50	1.05	81	0.12	1.00	5.00	-0.52	-0.68
Well-Being	4.34	0.35	81	0.04	3.25	4.94	-0.46	0.35

Table 3 contains a summary of findings for the descriptive statistical analysis of the study's response data associated with the dimensions of the construct of well-being by gender of study participant.

Table 3

Descriptive Statistical Summary Table: Dimensions of Well-Being by Study Participant Gender

Gender/Dimension	*M*	*SD*	*n*	*SE$_M$*	Min	Max	Skew	Kurtosis
Female								
Accomplishment	4.29	0.39	69	0.05	3.33	5.00	0.06	-0.09
Engagement	4.34	0.47	69	0.06	2.67	5.00	-0.69	1.04
Positive Emotions	4.11	0.58	69	0.07	2.00	5.00	-0.82	1.86
Relationships	4.41	0.55	69	0.07	3.33	5.00	-0.56	-0.75
Meaning	4.56	0.40	69	0.05	3.33	5.00	-0.70	-0.06
Health	3.51	1.08	69	0.13	1.00	5.00	-0.55	-0.70
Well-Being	4.34	0.35	69	0.04	3.25	4.94	-0.44	0.49
Male								
Accomplishment	4.33	0.32	12	0.09	4.00	4.67	8.72×10^{-15}	-1.80
Engagement	4.00	0.68	12	0.20	2.67	5.00	-0.27	-0.43
Positive Emotions	4.22	0.38	12	0.11	3.33	4.67	-0.79	0.40
Relationships	4.42	0.45	12	0.13	4.00	5.00	0.21	-1.72
Meaning	4.61	0.37	12	0.11	4.00	5.00	-0.49	-1.01
Health	3.44	0.91	12	0.26	2.00	5.00	-0.20	-0.74
Well-Being	4.32	0.34	12	0.10	3.62	4.75	-0.59	-0.69

Table 4 contains a summary of findings for the descriptive statistical analysis of the study's response data associated with the dimensions of the construct of well-being by educational setting of study participant.

Table 4

Descriptive Statistical Summary Table: Dimensions of Well-Being by Study Participant Educational Setting

Setting/Dimension	M	SD	n	SE_M	Min	Max	Skew	Kurtosis
Elementary								
Accomplishment	4.22	0.37	35	0.06	3.33	5.00	0.05	0.98
Engagement	4.22	0.47	35	0.08	2.67	5.00	-0.90	1.95
Positive Emotion	4.08	0.62	35	0.10	2.00	5.00	-1.19	2.73
Relationships	4.41	0.51	35	0.09	3.33	5.00	-0.60	-0.39
Meaning	4.49	0.44	35	0.07	3.33	5.00	-0.66	-0.09
Health	3.28	1.00	35	0.17	1.00	5.00	-0.55	-0.65
Well-Being	4.28	0.36	35	0.06	3.25	4.94	-0.75	1.03
Middle/Junior High School								
Accomplishment	4.38	0.43	13	0.12	4.00	5.00	0.45	-1.44
Engagement	4.23	0.57	13	0.16	2.67	5.00	-1.50	2.62
Positive Emotions	3.90	0.55	13	0.15	3.00	5.00	-0.06	-0.11
Relationships	4.36	0.64	13	0.18	3.33	5.00	-0.40	-1.26
Meaning	4.59	0.36	13	0.10	4.00	5.00	-0.33	-1.11
Health	3.56	1.24	13	0.34	1.00	5.00	-0.65	-0.65
Well-Being	4.30	0.37	13	0.10	3.62	4.94	-0.10	-0.75
High School								
Accomplishment	4.35	0.36	33	0.06	3.67	5.00	-0.27	-0.70
Engagement	4.38	0.54	33	0.09	3.33	5.00	-0.47	-0.86
Positive Emotions	4.27	0.44	33	0.08	3.33	5.00	-0.14	-0.40
Relationships	4.43	0.52	33	0.09	3.33	5.00	-0.42	-0.95
Meaning	4.64	0.36	33	0.06	4.00	5.00	-0.59	-0.88
Health	3.72	1.01	33	0.18	2.00	5.00	-0.49	-0.97
Well-Being	4.42	0.32	33	0.06	3.88	4.94	-0.11	-0.82

Table 5 contains a summary of findings for the descriptive statistical analysis of the study's response data associated with the dimensions of the construct of well-being by study participant years in Christian schooling.

Table 5

Descriptive Statistical Summary Table: Dimensions of Well-Being by Study Participant Years in Christian Schooling

Years Category/Dimension	*M*	*SD*	*n*	*SE$_M$*	Min	Max	Skew	Kurtosis
1 to 9 Years								
Accomplishment	4.23	0.35	28	0.07	3.33	5.00	-0.10	0.28
Engagement	4.26	0.63	28	0.12	2.67	5.00	-1.12	0.90
Positive Emotions	4.06	0.70	28	0.13	2.00	5.00	-0.81	1.11
Relationships	4.50	0.50	28	0.09	3.33	5.00	-0.77	-0.17
Meaning	4.56	0.41	28	0.08	3.67	5.00	-0.61	-0.42
Health	3.39	1.10	28	0.21	1.00	5.00	-0.34	-1.01
Well-Being	4.32	0.42	28	0.08	3.25	4.94	-0.81	0.42
10 to 19 Years								
Accomplishment	4.40	0.39	26	0.08	3.67	5.00	0.24	-0.93
Engagement	4.35	0.43	26	0.08	3.33	5.00	-0.31	-0.47
Positive Emotions	4.21	0.41	26	0.08	3.00	5.00	-0.40	1.56
Relationships	4.35	0.54	26	0.11	3.33	5.00	-0.24	-1.03
Meaning	4.62	0.42	26	0.08	3.33	5.00	-1.31	1.55
Health	3.50	1.10	26	0.22	1.00	5.00	-0.42	-0.62
Well-Being	4.38	0.31	26	0.06	3.75	4.94	-0.14	-0.57
20 to 29 Years								
Accomplishment	4.24	0.40	21	0.09	3.33	5.00	-0.16	-0.22
Engagement	4.22	0.50	21	0.11	3.33	5.00	0.22	-0.85
Positive Emotions	4.13	0.50	21	0.11	2.67	5.00	-0.86	1.72
Relationships	4.41	0.60	21	0.13	3.33	5.00	-0.67	-0.91
Meaning	4.49	0.37	21	0.08	4.00	5.00	0.06	-1.31
Health	3.63	0.91	21	0.20	1.67	5.00	-0.80	-0.22
Well-Being	4.30	0.32	21	0.07	3.88	4.94	0.50	-0.59
30 or More Years								
Accomplishment	4.44	0.34	6	0.14	4.00	5.00	0.49	-0.66
Engagement	4.39	0.39	6	0.16	4.00	5.00	0.49	-1.01
Positive Emotions	4.11	0.58	6	0.24	3.33	5.00	0.18	-0.86
Relationships	4.28	0.39	6	0.16	4.00	5.00	1.16	0.02
Meaning	4.61	0.39	6	0.16	4.00	5.00	-0.49	-1.01
Health	3.56	1.33	6	0.54	1.33	5.00	-0.75	-0.70
Well-Being	4.38	0.31	6	0.13	3.88	4.75	-0.44	-0.72

Research Instrument Validation

Internal Reliability

The internal reliability of study participant response to survey items associated with the construct of well-being was evaluated using Cronbach's alpha (α). Using the conventions of alpha interpretation offered by George and Mallery (2020), the internal reliability levels achieved in the study across all 23 survey items associated with the study's construct of well-being was very good at $\alpha = .87$. Table 6 contains a summary of findings for the evaluation of internal reliability of study participant response to the 23 survey items associated with the study's construct of well-being.

Table 6

Internal Reliability Summary Table: Construct of Well-Being

Construct	# of Items	α	Lower Bound	Upper Bound
Well-Being	23	.87	.84	.91

Note. The lower and upper bounds of Cronbach's α were calculated using a 95.00% confidence interval.

Confirmatory Factor Analysis (CFA): Model Fitness

A confirmatory factor analysis (CFA) was conducted to evaluate the degree to which the latent variable of well-being (WB) adequately described the study's data. Maximum likelihood estimation was used to determine the standard errors for the parameter estimates. The reliability of the analysis was tested based on the sample size used to construct the CFA model. The results were then evaluated using the chi-square goodness of fit (GOF) test and fit indices. The squared multiple correlations (R^2) for each endogenous variable were examined. The results of the CFA model are summarized and presented in Table 7. The diagram of the CFA model is illustrated in Figure 1

Table 7

Unstandardized Loadings (Standard Errors), Standardized Loadings, and Significance Levels for Each Parameter in the CFA Model (N = 81)

Parameter Estimate	Unstandardized	Standardized	*p*
Loadings			
Well-Being → Accomplishment	1.00(0.00)	0.53	--
Well-Being → Engagement	1.47(0.39)	0.57	< .001
Well-Being → Positive Emotions	1.96(0.46)	0.72	< .001
Well-Being → Relationships	1.49(0.40)	0.57	< .001
Well-Being → Meaning	1.67(0.37)	0.85	< .001
Well-Being → Health	1.67(0.69)	0.32	.02
Errors			
Error in Well-Being	0.04(0.02)	1.00	.02
Error in Accomplishment	0.10(0.02)	0.72	< .001
Error in Engagement	0.18(0.03)	0.67	< .001
Error in Positive Emotions	0.15(0.03)	0.49	< .001
Error in Relationships	0.19(0.03)	0.68	< .001
Error in Meaning	0.04(0.01)	0.28	.003
Error in Health	0.99(0.16)	0.90	< .001

Figure 1

Diagram for the CFA model
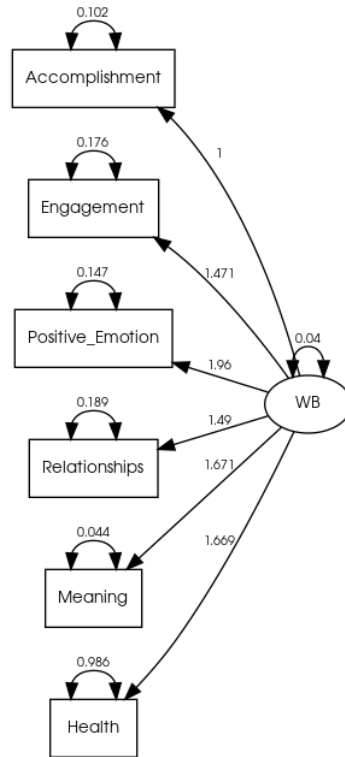
CFA Model Goodness of Fit

A Chi-square goodness of fit test (GOF) was conducted to determine if the CFA model fits the study's data adequately. As a result, the Chi-square GOF test was non-statistically significant ($\chi^2(9) = 15.70$, $p = .07$), indicating that the CFA model fit the study's data well.

Squared Multiple Correlations

The individual relationship between each indicator variable and latent variable was assessed by each of the observed variable's R^2 values. The following observed variable reflected an R^2 value less than the generally acceptable threshold of $R^2 = .20$: Health. The R^2 values, along with the error variances for each observed variable are summarized and presented in Table 8.

Table 8

*Estimated Error Variances and R^2 Values for Each Indicator Variable - Latent Variable of
"Well-Being" Relationship in the CFA model.*

Endogenous Variable	Standard Error	R^2
Accomplishment	0.10	.28
Engagement	0.18	.33
Positive Emotions	0.15	.51
Relationships	0.19	.32
Meaning	0.04	.72
Health	0.99	.10

Findings by Research Question

Three research questions were stated to address the study's topic. The probability level of

$p < .05$ represented the threshold value for study findings in the analyses of research questions to

be considered as statistically significant. Effect size interpretations were conducted using the

conventions of effect size interpretation proposed by Sawilowsky (2009). The following

represents the study's findings achieved in the analyses associated with the study's three research

questions.

Research Question 1

Considering the six dimensions of well-being - emotions, work engagement,

relationships, sense of purpose, accomplishment, and health - in which dimension was the

greatest degree of response effect reflected?

Analysis

A one-sample *t*-test was conducted to assess the statistical significance of study

participant response to survey items associated with the six dimensions of the study's

overarching construct of well-being. The assumption of data normality was addressed and

satisfied through inspection of respective skew and kurtosis values for each of the six

dimensions. The skew and kurtosis values were well within the parameters of normality for skewness (-/+2.0) and kurtosis (-/+7.0) proposed by George and Mallery (2020).

The response effects for all six dimensions of the construct of well-being were statistically significant. In five of the six dimensions of the construct of well-being, the response effects were considered huge ($d \geq 2.0$). The response effect for the dimension of health was considered medium ($d = .47$). The single greatest response effect within the six dimensions of the construct of well-being was reflection in the dimension of meaning ($d = 3.94$), closely followed by the dimension of accomplishment ($d = 3.44$). Table 9 contains a summary of findings for the comparison of response effects within the six dimensions of the construct of well-being.

Table 9

Summary Table: Comparison of Response Effects for Dimensions of the Construct of Well-Being

Dimension	n	Mean	SD	t	d
Accomplishment	81	4.30	0.38	30.91***	3.44[a]
Engagement	81	4.29	0.52	22.47***	2.45[a]
Positive Emotions	81	4.13	0.55	18.40***	2.04[a]
Relationships	81	4.41	0.53	23.95***	2.66[a]
Meaning	81	4.56	0.40	35.48***	3.94[a]
Health	81	3.50	1.05	4.29***	.47

***$p < .001$ [a] Huge Effect ($d \geq 2.0$)

Research Question 2

Will there be a statistically significant effect for study participants' grade level of service upon perceptions of well-being?

Analysis

An analysis of variance (1 x 3 ANOVA) was used to evaluate the degree to which there were statistically significant differences in the construct of Well-being by study participant grade level of service in Christian schooling. The assumption of homogeneity of variances was assessed and satisfied through inspection of the Levene *F* value ($F(3, 77) = 0.28$; $p = .76$). The assumption of data normality was addressed and satisfied through inspection of respective skew and kurtosis values for the dependent variable of well-being in the analysis. The skew and kurtosis values were well within the parameters of normality for skewness (-/+2.0) and kurtosis (-/+7.0) proposed by George and Mallery (2020), thereby satisfying the assumptions of data normality.

The finding for the effect of study participant educational setting of service was non-statistically significant ($F(2, 78) = 1.36$, $p = .26$), indicating the differences in the construct of well-being among the levels of the variable of educational setting of service were all similar (Table 10). The main effect for the variable of educational setting was non-statistically significant ($F(2, 78) = 1.36$, $p = .26$), indicating there were no statistically significant differences in the construct of well-being by study participant respective levels of educational setting of service. The means and standard deviations for the ANOVA analysis are presented in Table 11.

Table 10

Summary Table: ANOVA Finding for the Construct of Well-Being by Study Participant Educational Setting of Service

Model	*SS*	*df*	*F*	*p*	η_p^2
Educational Setting	0.33	2	1.36	.26	0.03
Residuals	9.39	78			

Table 11

Descriptive Statistics Summary Table: Mean, Standard Deviation, and Sample Size for Well-Being by Educational Setting of Service of Study Participant

Educational Setting	M	SD	n
Elementary	4.28	0.36	35
Middle/Junior High School	4.30	0.37	13
High School	4.42	0.32	33

Post-hoc Testing

Considering the non-statistically effects in the model, follow-up post hoc testing using pairwise comparisons was not conducted.

Research Question 3

Will there be a statistically significant effect for study participants' years of experience in Christian schooling upon perceptions of well-being?

Analysis

An analysis of variance (1 x 4 ANOVA) was conducted to evaluate the degree to which there were statistically significant differences in the construct of well-being by study participant years in Christian schooling. The assumption of homogeneity of variances was assessed and satisfied through inspection of the Levene F value (F (3, 77) = 0.65; p = .59). The assumption of data normality was addressed and satisfied through inspection of respective skew and kurtosis values for the dependent variable of well-being in the analysis. The skew and kurtosis values were well within the parameters of normality for skewness (-/+2.0) and kurtosis (-/+7.0) proposed by George and Mallery (2020), thereby satisfying the assumptions of data normality.

The finding for the effect of study participant years of experience in Christian schooling upon perceptions of well-being was non-statistically significant, (F (3, 77) = 0.24, p = .87), indicating the differences in the construct of well-being among the levels of years in Christian schooling were all similar (Table 11) The main effect for the variable of years in Christian

schooling was non-statistically significant (F (3, 77) = 0.24, p = .86), indicating there were no statistically significant differences in the construct of well-being by levels of study participant years in Christian schooling. The means and standard deviations of the ANOVA analysis are summarized and presented in Table 12.

Table 12

Summary Table: ANOVA Finding for Well-Being by Study Participant Years in Christian Schooling

Model	SS	df	F	p	η_p^2
Years in Christian Schooling	0.09	3	0.24	.86	0.01
Residuals	9.63	77			

Table 13

Descriptive Summary Table: Mean, Standard Deviation, and Sample Size for Well-Being by Study Participant Years in Christian Schooling

Years in Christian Schooling	M	SD	n
1 to 9 Years	4.32	0.42	28
10 to 19 Years	4.38	0.31	26
20 to 29 Years	4.30	0.32	21
30 or More Years	4.38	0.31	6

Post-hoc Testing

Considering the non-statistically effects in the model, follow-up post hoc testing using pairwise comparisons was not conducted.

Ancillary Analysis: SEM Path Model

A structural equation model (SEM) path analysis was conducted to evaluate the degree to which the model of regression paths accurately describes the study's data. Maximum likelihood estimation was used to determine the standard errors for the parameter estimates. The reliability of the analysis was tested based on the sample size used to construct the path model. The results were evaluated using the chi-square GOF test. The squared multiple correlations (R^2) for each

endogenous variable in the path model were evaluated. results of the SEM path analysis model

are presented in Table 13. The path diagram is presented in Figure 2.

Table 14

Unstandardized Loadings (Standard Errors), Standardized Loadings, and Significance Levels for Each Parameter in the path analysis Model (N = 81)

Parameter Estimate	Unstandardized	Standardized	p
Regressions			
Spirituality → Happiness	0.61(0.17)	0.37	< .001
Happiness → Well-Being	0.47(0.05)	0.75	< .001
Errors			
Error in Well-Being	0.05(0.008)	0.43	< .001
Error in Spirituality	0.11(0.02)	1.00	< .001
Error in Happiness	0.26(0.04)	0.86	< .001

Figure 2

Path Diagram for the SEM Path Analysis Model
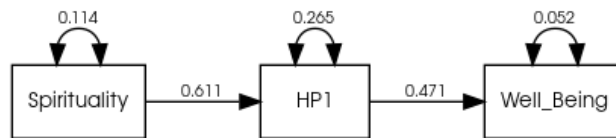
SEM Path Model Fitness: Chi Square GOF Test/Fit Indices

A chi-square GOF test was conducted to evaluate the degree to which the SEM path

analysis model fits the study's data adequately. As a result, the Chi-square GOF test was non-

statistically significant ($\chi^2(1) = 1.57$, $p = .21$), thereby indicating that the model fit the study's

data well.

Fit indices were then applied to the model fitness testing process. The conventions of fit

index interpretation proposed by Hooper et al. (2008) were used to interpret the specific fit

indices reflective of the study's SEM path Model. As a result, the Tucker-Lewis index (TLI) was greater than or equal to .95, indicating that the model is a good fit for the data. The comparative fit index (CFI) was greater than .95, indicating that the model fit the data well. The normative fit index (NFI) was greater than .90, indicating that the model fit the data well, and the standardized root mean square residual (SRMR) was less than .05, indicating that the model fits the data well. The findings for the fit indices are summarized and presented in Table 14.

Table 15

Fit Indices Summary Table: SEM Path Model for the constructs of Spirituality, Happiness, and Well-Being

NFI	TLI	CFI	RMSEA	SRMR
0.98	0.98	0.99	0.08	0.03

Regression Path Interpretations

The SEM path model regression paths were evaluated. The construct of spirituality was statistically significant in predicting the construct of happiness ($B = 0.61$, $z = 3.60$, $p < .001$), indicating that a one-unit increase in perceptions of spirituality will increase the expected value of perceptions of happiness by 0.61 units. The construct of happiness was statistically significant in predicting the construct of well-being ($B = 0.47$, $z = 10.34$, $p < .001$), indicating that a one-unit increase in perceptions of happiness will increase the expected value for perceptions of the construct of well-being by 0.47 units.

<div align="center">

Summary

</div>

The formal reporting of the study findings was presented in Chapter IV. The internal reliability levels achieved in the study across all 23 survey items associated with the study's construct of well-being were very good at $\alpha = .87$. The response effects for all six dimensions of the construct of well-being were statistically significant. In five of the six dimensions of the

construct of well-being, the response effects were considered huge ($d \geq 2.0$). The response effect for the dimension of health was considered medium ($d = .47$). The single greatest response effect within the six dimensions of the construct of well-being was reflected in the dimension of meaning ($d = 3.94$), closely followed by the dimension of accomplishment ($d = 3.44$). The main effect for the variables of educational setting ($F (2, 78) = 1.36$, $p = .26$) and years in Christian schooling ($F (3, 77) = 0.24$, $p = .87$) were non-statistically significant, indicating there were no statistically significant differences in the construct of well-being by study participant respective levels of educational setting of service of educational setting. Chapter V contains a thorough discussion of the findings achieved in the study as reported in Chapter IV.

V. DISCUSSION

The purpose of the study was to evaluate the factors that influence the self-reported well-being of teachers in K-12 Christian schools. The study's overarching construct was well-being, defined through the dimensions of positive emotions, work engagement, relationships, sense of purpose, accomplishment, and health. A quantitative, non-experimental research design was used to address the study's topic. A survey research methodology was used to collect study data associated with the research problem and purpose. Three research questions were stated in the study. Descriptive and inferential statistical techniques were used to analyze study data. The following represents a discussion of the study's findings as reported in Chapter IV.

Summary of Results

The sample for this quantitative research study was accessed through a non-probability, convenient/purposive sampling technique. Study participants were accessed from one K-12 private Christian school system located in the state of Florida. The research instrument used in this study, the Workplace PERMAH Profiler, consisted of 23 survey items on a 5-point Likert scale. Eight additional survey items were added to the study's research instrument that addressed the teacher's level of perceived spirituality as well as demographic information. The research instrument was initially administered as a pilot study for validation purposes. The internal consistency of the sample responses in the pilot study administered was considered as good. Following the pilot study administration of the study's research instrument, a link to the Google

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Form instrument was emailed to the study's pool of potential participants of 180 K-12 teachers. The analysis of study data and reporting of findings were conducted using IBM's Statistical Package for the Social Sciences (SPSS v. 29).

The study's demographic information was evaluated using descriptive statistical techniques. The internal reliability of participant responses to survey items associated with the construct of well-being was evaluated using Cronbach's alpha (α), and the internal reliability levels achieved in the study across all 23 survey items associated with the study's construct of well-being was considered very good. In addition, a confirmatory factor analysis (CFA) was conducted to evaluate the degree to which the latent variable of well-being (WB) adequately described the study's data, and a chi-square goodness of fit test (GOF) was conducted to determine if the CFA model fits the study's data adequately. As a result, the chi-square GOF test was non-statistically significant indicating that the CFA model fit the study's data well.

Of the 81 study participants, 69 were female, and 12 were male. This population is not atypical for an educational setting. The only missing data were in the category of age, with 16 participants not responding (19.75%). Most participants reflected an age range of 40-59 years old (53.09%). The percentage of participants aged 21-39 (13.58%) equaled those who reported being 60 and older (13.58%). The educational setting of study participants was evenly represented by high school and elementary teachers; however, middle school teachers' participation was lower at 16.05%. The variables of "years in Christian schooling" and "overall years in education" were evenly distributed over the categories, apart from the category of "30 or more years in Christian schools" at 7.41%. For all demographic categories, the mean was consistent across all constructs of the PERMAH, with the dimension of health being the only construct that consistently

displayed slightly lower results. It was also noted that the dimension of positive emotions was also slightly lower than other dimensions for middle school teachers.

<div align="center">**Discussion by Research Question**</div>

Three research questions were stated to address the study's topic. The following represents a discussion of the findings achieved in the study.

Research Question 1

Research question one was stated as: Considering the six dimensions of well-being - emotions, work engagement, relationships, sense of purpose, accomplishment, and health - in which dimension was the greatest degree of response effect reflected? To address research question one, a one-sample t-test was conducted to assess the statistical significance of study participant mean score responses to the survey items associated with the six dimensions of the study's overarching construct of well-being. Cohen's d was used to evaluate the magnitude of response effect reflected in research question one.

The response effects for all six dimensions of the construct of well-being were statistically significant. The response effects were considered huge in five of the six dimensions of the well-being construct. The single greatest response effect within the six dimensions of the construct of well-being was consideration in the dimension of meaning, closely followed by the dimension of accomplishment. The lowest response effect was for the dimension of health, which was considered medium.

These findings align with Turner and Thielking's (2019) research regarding how teachers find meaning in work and its effect on pedagogical practice. The teachers in Turner and Thielking's (2019) research reported finding meaning through having a positive impact on students' lives, providing students with classroom learning opportunities, improving pedagogical

knowledge and relationships with students, providing social support to colleagues, and consciously noticing what was going well. The teachers in Turner and Thielking's (2019) study were more student-focused, focusing less on themselves and more on the school's mission, thereby staying attentive to the purpose of the teacher's work.

Several teachers who participated in this study have endured significant health challenges yet still report a high level of well-being. Despite known health challenges, the finding in research question one appears to support the interrelated nature of the dimensions of the PERMAH framework and how they impact one another to create an overall sense of well-being. Shiba et al. (2021) examined the association between a self-reported sense of purpose and mortality over an 8-year period. Shiba et al. (2021) observed an overall trend across all groups: as purpose levels increased, risk of mortality from all causes decreased. In the present study, the mean score for health was the lowest among the dimensions while still reasonably high at 3.50.

The dimension of accomplishment or achievement in PERMAH includes perseverance, grit, accomplishing a goal, and having the self-motivation to finish what one has set out to accomplish. Achieving intrinsic goals leads to larger gains in well-being than external goals such as monetary gain (Seligman, 2013). Monnot and Beehr (2021) assessed the association of intrinsic versus extrinsic goal orientation with subjective well-being. They reported that participants who valued materialism over health, safety and security, affiliation, community feeling, self-acceptance, and growth reported lower levels of well-being, while participants who were intrinsically oriented individuals reported higher levels of job satisfaction, income satisfaction, life satisfaction, and life accomplishment.

Regarding the health dimension, Wickham et al. (2020) investigated the associations between sleep, physical activity, and dietary factors as predictors of mental health and well-being

in young adults. Sleep quality significantly outranked other health behaviors in projecting mental health and well-being. A significant relationship existed between sleep quantity and both depressive symptoms and flourishing in that too little sleep was associated with higher depressive symptoms and lower flourishing. When considering other health behaviors, physical activity was also a significant predictor of depressive symptoms and flourishing (Diener et al., 2010). Though the mean score for health was relatively high in the current study, it is low compared to other dimensions, indicating an imbalance in flourishing in the dimension of health. A lower mean in the dimension of health suggests a potential deficit in sleep quantity, physical activity, and other health factors.

Research Question 2

Research question two was stated as: Will there be a statistically significant effect for study participants' grade level of service upon perceptions of well-being? To address research question two, an analysis of variance (1 x 3 ANOVA) was used to specifically evaluate the degree to which there were statistically significant differences in the construct of well-being by study participant grade level of service in Christian schooling. The finding for the effect of study participants' educational setting of service was non-statistically significant, indicating there were no statistically significant differences in the construct of well-being by study participants respective levels of educational setting of service.

This finding of non-statistical significance in difference by educational setting is important because it reflects a relative equality of effect that teachers' well-being was represented regardless of their respective grade level. The initial, overall finding for response effect for participant well-being was statistically significant, reflecting a huge effect. The finding in research question two reinforces the notion that well-being was not associated with one category

of grade level or another in the analysis. In essence, the noteworthy, statistically significant effect for participant perceptions of well-being was devoid of grade-level category bias.

Research Question 3

Research question three was stated as: Will there be a statistically significant effect for study participants' years of experience in Christian schooling upon perceptions of well-being? To address research question three, an analysis of variance (1 x 4 ANOVA) was conducted to specifically evaluate the degree to which there were statistically significant differences in the construct of well-being by study participant years in Christian schooling. The finding for the effect of study participants' years of experience in Christian schooling upon perceptions of well-being was non-statistically significant, indicating the differences in the construct of well-being among the levels of years in Christian schooling were all similar.

The non-statistically significant findings for the comparisons of well-being by years in Christian schooling is both positive and promising in that it demonstrates a lack of bias for study participant longevity of service of the teachers who participated in the study. In fact, the groups with the highest mean score were teachers with 10 to 19 years in Christian schooling and those with 30 or more years in Christian education. Perceptions of well-being were robust for study participants, regardless of years of service, and the finding validates the participants' commitment to the mission of Christian education. The finding in research question three would appear, moreover, to refute the notion that perceptions of well-being may either increase or decrease with increased levels of service.

Ancillary Analysis: SEM Path Model

A structural equation model (SEM) path analysis was conducted to evaluate the degree to which the model of regression paths accurately describes the study's data. SEM allows the

possibility to evaluate how different variables react simultaneously. In the study's ancillary analysis, the construct of spirituality was statistically significant in predicting the construct of happiness, and the construct of happiness was statistically significant in predicting the construct of well-being. This ancillary finding is significant in that when people's perceptions of their spirituality increase, there is a noteworthy increase in their perception of happiness, which, in turn, is predictive of their perception of well-being. Bohlmeijer et al. (2023) surveyed 458 healthcare workers, and the results showed that spiritual well-being was significantly associated with the ability to adapt more than emotional, psychological, and social well-being. The teachers who took part in this instant study are employed by a faith-based school and are presumed to be persons who uphold Christian beliefs. Expanding the sample of teachers to other private and public schools would help test this ancillary finding.

Study Limitations

Certain limitations were associated with the study. First, with non-probability convenience sampling, the generalization of the findings is limited to the population from which the sample was accessed and cannot be generalized to a larger population outside the study's parameters. The sample was, moreover, accessed from one multi-campus Christian school system located in the state of Florida. Educators employed in public or other non-faith-based private school systems may respond to survey items in a different manner.

The results of the study predominantly reflected a largely "female voice" on the topic of well-being. Though it is representative of the larger population of teachers, the predominance of female research participants conducted with the educational profession is still a limitation in that male participants were not represented appreciably in the sampling process.

The study was limited to a quantitative research design that featured a fixed survey research methodology which did not allow the participants to provide more detailed responses, which would provide deeper, richer information on the study's topic. Though the participants were assured of complete anonymity, a social desirability bias may have existed wherein participants would respond in a manner believed to be more socially acceptable. The PERMAH was designed to elicit participant feelings such as joy, anger, and contentment and determine feelings of appreciation and contentment at work. The socially acceptable responses might not be a true reflection of the respondent's feelings. Finally, while the PERMAH provides an accurate and reliable measure of the constructs, study participant perceptions within the constructs are prone to alteration considering life circumstances and the ephemeral nature of emotions that could not be controlled for in the current study.

Implication for Future Practice

The study's findings provide information that may shape practical applications for increasing teacher well-being. Under the PERMAH framework, teachers do not have to rely upon employers to improve their well-being. However, the PERMAH is a simple tool and framework to help diagnose and target interventions and initiatives that will most impact the organization. The components of PERMAH are interrelated. Many strategies will benefit more than one aspect of PERMAH, thereby increasing overall well-being, which leads to less teacher turnover, and reduces costs to the school.

It is essential that organizations assign employees to the most appropriate roles. Although most jobs typically include tasks the worker does not favor, there are several tools, such as the CliftonStrengths Assessment (2007), that can be used as part of the hiring process and incorporated into the professional development program to analyze an educator's strengths and

place them in an engaging role, leading to more productivity The school's professional development program should be built upon a framework that includes not only pedagogy but opportunities to guard and increase teacher well-being. Teacher onboarding should be a personalized, multi-year, multi-faceted program that includes topics such as the school mission, vision, and core values; classroom management; differentiated instruction; assessment and grading; technology integration; teacher-parent communication; culturally responsive teaching; professionalism; data literacy and analysis; curriculum development; navigating teacher observations; collaboration; and work-life balance. Providing a robust professional development program demonstrates that a school is invested in a teacher's long-term growth.

To build positive emotions, teachers need time to build relationships, enjoy outside hobbies, and reflect on what is going well in life. Positive emotions are more likely to be present when a teacher's personal time is guarded and an appropriate work-life balance is achieved. Administrators can help build positive emotions in teachers by supporting teachers when conflicts occur with peers, other administrators, parents, or students; encouraging a suitable work-life balance; creating a work environment that has comfortable and inviting spaces; encouraging humor and positivity; and encouraging positive growth. By implementing these strategies, employers can foster positive emotions, contribute to job satisfaction, and improve employee well-being.

Increasing employee engagement is necessary for cultivating motivated and productive employees. Conducting regular employee engagement surveys provides teachers with the opportunity to provide feedback. Surveys deliver data to leadership that can be used to identify strengths and opportunities for growth. The data can then be used to create specific goals and actionable plans.

Several strategies can be employed to increase engagement. These strategies also address the relationship, meaning and accomplishment components of the PERMAH framework. In Christian schools, meaning and purpose are the focal points of the organization. Therefore, the school should clearly communicate its mission, vision, and philosophy and help teachers to understand how their role contributes to the overall culture and success of the school. The foundational documents should be displayed throughout the school and integrated into all aspects of the curriculum, handbooks, and expected student outcomes. The mission and vision should be discussed in faculty meetings and referred to regularly. When a teacher feels that work has meaning and purpose, the teacher is more likely to be engaged. However, during the busyness of the day, meaning and purpose can be lost to fatigue.

Open and transparent communication between school administrators and teachers should be encouraged. Keeping teachers informed of the school's plans and goals will foster trust and increase engagement. Engagement is also increased when teachers are empowered to make decisions and contribute ideas that align with the vision of the school. Another way to foster engagement, meaning, and accomplishment is to recognize teacher achievements, contributions, and milestones by publicly sharing good news, celebrating successes, and providing monetary incentives. Public acknowledgments will help to build relationships, foster strong bonds, and create a culture where teachers feel supported, cared for, and appreciated.

Fostering a positive work environment where employees feel respected, supported, and encouraged will increase engagement. Teamwork, collaboration, and collegial relationships should be supported. Offering and encouraging participation in wellness initiatives and promoting a work-life balance can make teachers feel valued. Administrators must lead by example by demonstrating traits expected to see in employees. Leaders should show enthusiasm

for their position and school, be approachable, teachable, and have an appropriate work-life balance.

External goals, such as salary, can be challenging for private schools to achieve and are less effective at increasing a sense of accomplishment than intrinsic goals, such as growth and connections (Seligman, 2013). Though compensation should be analyzed and market-appropriate, school leaders can support teachers by helping teachers set specific and measurable goals to ensure teachers have a plan for professional growth. Leaders may consider annual professional development plans where faculty members set goals at the beginning of the school year, and the leader and educator evaluate the professional growth at the end of the year to celebrate successes. Finally, to guard teachers' health, teachers must take the initiative to eat healthily, exercise, and get proper sleep. Schools can support teacher health by crafting schedules with sufficient student supervision, dedicated lunchtime with healthy food options, and adequate planning time. School leaders can also encourage activities that promote physical and emotional wellness, such as nutrition, fitness, and stress management programs. These programs are often included in a school's health insurance plan. Programs promoting health require continual monitoring and feedback to assess their effectiveness.

Since the results indicate that spirituality predicts happiness, which in turn increases a sense of well-being, schools should continue to reinforce the importance of spirituality and meaning in the workplace. The perception of meaning among the respondents had the highest predictive effect on well-being, and there is a strong connection between perceiving meaning in work and overall well-being. When the teachers reported that work had purpose and significance, teachers also reported experiencing higher levels of well-being. Therefore, it is vital that teachers seek meaning in work and that schools do all that is possible to help nurture a sense of meaning

in teachers by aligning school goals with values, providing opportunities for autonomy and growth, and enabling a sense of connection between a teacher's work and greater purpose.

Recommendations for Future Research

Recommendations for future research include broadening the audience to other Christian schools and comparing the data from a broader, regional perspective. Demographic questions regarding school size and location would provide insight into potential cultural differences affecting teacher well-being. Surveying public school teachers and comparing the data to the data obtained from Christian school teachers would provide insight into the impact of spirituality and its effect on well-being since the population of public school teachers would include spiritually and non-spiritually minded individuals.

Future research on teacher well-being might produce an appreciable sample of male study participants. The current study was limited by the underrepresentation of male participants for analytic purposes. Considering the gender pattern of the present study's similarity to schooling in general, probability sampling of a larger population of study participants may improve the likelihood of achieving an appreciable sample of male participants for statistical power purposes in conducting between-subjects analyses featuring the variable of gender. For instance, the issue of statistical significance of the difference in perceptions of well-being by gender of study participant would be more credible and interpretable with a more representative male sample of study participants.

A qualitative or mixed-methods research design would appear helpful in providing depth and richness to the study's topic. Replication of the study with a qualitative follow-up element using interviews of focus groups would provide the added depth and richness not possible within the parameters of the current study. The mixed-methods research design also allows for the

triangulation of the two data sources incorporated in a future study of its type. Triangulation affords the benefits of increasing one's confidence in the study's data, providing an innovative means by which a phenomenon might be understood, allowing for the possibility of unique findings, and providing a clearer understanding of the study's research problem.

Conclusion

Positive psychology is descriptive, not prescriptive (Seligman, 2012), and does not reveal exactly what to do. Still, positive psychology does provide a framework against which to evaluate the lives of staff members and identify where to invest resources to support them best. The results of the study provide support for perceptions that the participants experienced superior levels of well-being in the areas of meaning and accomplishment but lower in the area of health. As educators in a faith-based school, faculty and staff are mission-driven and find meaning and accomplishment in work by fulfilling the mission. Educational environments provide shared purpose and allow employees to engage in meaningful activities that enable people to think beyond themselves. However, it is plausible to sense that the demands placed upon teachers in contemporary schooling might affect health negatively. The study's focus on the overarching construct of well-being was meaningful considering its presence in the professional literature on the topic. Well-being, moreover, would appear to be an important focus for future research if only to ensure a healthy, motivated, and effectual population of teachers serving our nation's children in the years ahead.

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The Workplace PERMA Profiler

This survey will take about 5 minutes to complete. By submitting the completed survey electronically, you are granting us permission to use your results in our study. No individual information will ever be reported or released from this survey. Thank you for participating.

For survey items 1 through 26, please indicate your level of agreement with each of the items using the scale provided.

1. I feel I am making progress toward accomplishing my work-related goals.

    5- Strongly Agree   4- Agree   3- Uncertain   2- Disagree   1- Strongly Disagree

2. At work, I become absorbed in what I am doing.

    5- Strongly Agree   4- Agree   3- Uncertain   2- Disagree   1- Strongly Disagree

3. At work, I feel joyful.

    5- Strongly Agree   4- Agree   3- Uncertain   2- Disagree   1- Strongly Disagree

4. At work, I feel anxious.

    5- Strongly Agree   4- Agree   3- Uncertain   2- Disagree   1- Strongly Disagree

5. I achieve the important work goals I have set for myself.

    5- Strongly Agree   4- Agree   3- Uncertain   2- Disagree   1- Strongly Disagree

6. In general, my health is excellent.

    5- Strongly Agree   4- Agree   3- Uncertain   2- Disagree   1- Strongly Disagree

7. My work is purposeful and meaningful.

    5- Strongly Agree   4- Agree   3- Uncertain   2- Disagree   1- Strongly Disagree

8. I receive help and support from coworkers when I need it.

    5- Strongly Agree   4- Agree   3- Uncertain   2- Disagree   1- Strongly Disagree

9.   In general, I feel that what I do at work is valuable and worthwhile,

5- Strongly Agree   4- Agree   3- Uncertain   2- Disagree   1- Strongly Disagree

10.   I feel excited and interested in my work.

5- Strongly Agree   4- Agree   3- Uncertain   2- Disagree   1- Strongly Disagree

11.   I feel lonely at work.

5- Strongly Agree   4- Agree   3- Uncertain   2- Disagree   1- Strongly Disagree

12.   I am satisfied with my current physical health.

5- Strongly Agree   4- Agree   3- Uncertain   2- Disagree   1- Strongly Disagree

13.   At work, I feel positive.

5- Strongly Agree   4- Agree   3- Uncertain   2- Disagree   1- Strongly Disagree

14.   At work, I feel angry.

5- Strongly Agree   4- Agree   3- Uncertain   2- Disagree   1- Strongly Disagree

15.   I can handle my work-related responsibilities.

5- Strongly Agree   4- Agree   3- Uncertain   2- Disagree   1- Strongly Disagree

16.   At work, I feel sad.

5- Strongly Agree   4- Agree   3- Uncertain   2- Disagree   1- Strongly Disagree

17.   At work, I lose track of time while doing something I enjoy.

5- Strongly Agree   4- Agree   3- Uncertain   2- Disagree   1- Strongly Disagree

18.   Compared to others of my same age and sex, my health is excellent.

5- Strongly Agree   4- Agree   3- Uncertain   2- Disagree   1- Strongly Disagree

19.   I feel appreciated by my coworkers.

5- Strongly Agree   4- Agree   3- Uncertain   2- Disagree   1- Strongly Disagree

20.   I feel that I have a sense of direction in my work.

5- Strongly Agree   4- Agree   3- Uncertain   2- Disagree   1- Strongly Disagree

21.   I am satisfied with my professional relationships.

5- Strongly Agree   4- Agree   3- Uncertain   2- Disagree   1- Strongly Disagree

22.   At work, I feel contented.

5- Strongly Agree   4- Agree   3- Uncertain   2- Disagree   1- Strongly Disagree

23.   Taking all things together, I would say I am happy with my work.

5- Strongly Agree   4- Agree   3- Uncertain   2- Disagree   1- Strongly Disagree

24.   I have spiritual beliefs that sustain me.

5- Strongly Agree   4- Agree   3- Uncertain   2- Disagree   1- Strongly Disagree

25.   My spiritual or religious beliefs provide me with a sense of strength at work.

5- Strongly Agree   4- Agree   3- Uncertain   2- Disagree   1- Strongly Disagree

26.   I regularly engage in practices that enhance my spirituality.

5- Strongly Agree   4- Agree   3- Uncertain   2- Disagree   1- Strongly Disagree

DEMOGRAPHIC QUESTIONS

In each of the following, indicate which describes you:

1.   What is your age?

21-30 ___   31-39 ___   40-49 ___   50-59 ___   60+ ___

2.   What is your gender?

Male ___   Female ___

3.   For how many years have you been a classroom teacher?

l-9 ___   10-19 ___   20-29 ___   30+ ___

4.   For how many years have you been a classroom teacher in a Christian school?

l-9 ___   10-19 ___   20-29 ___   30+ ___

5.   In which educational setting do you teach?

Elementary Level ____   Middle/Junior High Level ____   High School Level ____

Other ____ (Please Specify)