

RESEARCH ON THE RELATIONSHIP BETWEEN THE PROFESSIONAL IDENTITY AND SUBJECTIVE HAPPINESS OF HIGH SCHOOL TEACHERS IN YH SCHOOL

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Abstract: This study investigates the current status of teachers' professional identity and subjective happiness at YH School, analyzes the effects of demographic backgrounds on these constructs, and explores their interaction. The findings indicate that YH School teachers exhibit a high level of professional identity, reflecting an elevated status. In subjective happiness, teachers reported relatively high scores across life satisfaction, positive affect, and negative affect. While no significant gender-based differences were observed in professional identity, subjective happiness demonstrated notable variations across demographic subgroups, particularly in age and tenure. A significant positive correlation was identified between professional identity and subjective happiness, highlighting their interdependent relationship. Based on these results, YH School should prioritize initiatives to strengthen teachers' professional identity through structured mentoring programs and role-specific training, while enhancing subjective happiness via well-being initiatives such as stress management workshops and flexible work policies.

Keywords: Professional Identity, Subjective Happiness, High School Teachers

Introduction

Amidst societal and educational reforms, enhancing teachers' professional identity and subjective happiness has emerged as a critical foundational issue demanding urgent attention (Welsch et al., 2020). Professional identity significantly influences employees' loyalty, motivation, sense of accomplishment, and career commitment. It serves as the psychological foundation for individuals to excel in their roles and achieve organizational goals, with higher levels of identity correlating with greater work efficacy (Sun, 2018). For teachers, their professional identity profoundly shapes work attitudes and teaching performance. Research indicates that the development of high professional competence in educators hinges on the cultivation and maintenance of a strong professional identity, as exemplary teachers' career trajectories align closely with their identity needs. A deeper exploration

of professional identity enables nuanced analysis of individual teachers' professional attitudes and psychological development, offering critical insights into their vocational philosophy and mental well-being (Chávez et al., 2022).

Concurrently, sociological and psychological studies demonstrate that job satisfaction enhances mental health, mitigates psychological barriers, reduces stress, and promotes subjective happiness (Steinert et al., 2019). As a fundamental indicator of mental health, subjective happiness indirectly influences behavioral patterns and serves as a vital psychological metric for evaluating teachers' quality of life. It directly impacts their teaching enthusiasm and instructional effectiveness. Thus, professional identity and subjective happiness significantly contribute to the sustainable development of education. High school teachers are responsible for fostering students' holistic development and serve as key determinants of institutional educational quality (Xu, 2023). Consequently, enhancing professional identity among secondary school teachers has become a pivotal focus in contemporary educational discourse, given its implications for educational endeavors (Dong, 2023). This study investigates the current status of professional identity and subjective happiness among high school teachers, identifies existing challenges, and proposes evidence-based strategies to elevate these constructs (Welsch et al., 2021). The findings hold practical significance for improving teachers' vocational engagement and psychological well-being, ultimately fostering a more robust educational ecosystem.

Research Objectives

The objectives of this study are formulated as follows:

- (1) To examine the current status of professional identity among teachers at YH Experimental School.
- (2) To assess the current status of subjective happiness among teachers at YH Experimental School.
- (3) To analyze variations in professional identity across teachers with different demographic backgrounds (gender, teaching experience, educational background, and subject taught).
- (4) To investigate differences in subjective happiness across teachers with different demographic backgrounds (gender, teaching experience, educational background, and subject taught).
- (5) To explore the relationship between professional identity and subjective happiness among teachers at YH Experimental School.

Literature Review

Research on Teachers' Professional Identity

Research on professional identity first emerged in the 1980s, with scholars exploring its dimensions across educational stages. Xing (2003) conceptualizes professional identity as internal

perceptions of their current roles, encompassing knowledge, emotions, contextual factors, expectations, beliefs, values, and self-assessed competencies.

It reflects how teachers view themselves within their profession, including role understanding, emotional attachment to work, environmental interactions, and perceived skill mastery. Gong (2009) highlights the role of self-evaluation and goal alignment in establishing professional identity, while Wu (2021) identifies significant variations in identity levels across age, income, and professional titles. scholars have extensively investigated the structural dimensions of teachers' professional identity from diverse perspectives, developing measurement scales tailored to educators across various school levels. This study adopts Wei et al.'s (2013) scale to measure professional identity across four validated dimensions: professional values, role values, occupational belongingness, and career behavioral tendencies.

Research on Teachers' Subjective Happiness

Subjective happiness is a critical psychological indicator reflecting individuals' quality of life and mental health. For teachers, this concept extends beyond individual well-being to encompass satisfaction at institutional and societal levels.

Empirical studies reveal multifaceted influences on teachers' subjective happiness. Sun (2018), examining UK and US teachers, found that educator's express satisfaction with student relationships and teaching environments but report dissatisfaction with societal perceptions of the profession. Carver's research highlights the role of self-congruence, demonstrating that teachers whose self-perceptions align with their professional roles exhibit higher subjective happiness.

Quantifying subjective happiness relies on psychometrically validated instruments, predominantly adapted from international scales. This study adopts Diener's scales, recognized for their cross-cultural validity and robust psychometric properties, to ensure methodological consistency and theoretical alignment with global research paradigms (Chai, 2023).

Research on the Relationship between Teachers' Professional Identity and Subjective Happiness

Sun (2018) explicitly posited professional identity as a critical determinant of subjective happiness. Jiang (2008) further demonstrated that positive professional identity enhances subjective happiness, with specific dimensions—role values, occupational belongingness, and career behavioral tendencies—exerting significant positive effects. Extending this line of inquiry, Khan & Gul (2021) conducted correlational and regression analyses on middle school physical education teachers in Zhou Shan, confirming a positive relationship between professional identity and subjective happiness. These findings collectively underscore the interdependence of teachers' self-perception of their vocational roles and their psychological well-being.

Current research on subjective happiness and professional identity among high school teachers remains limited. Existing studies on subjective happiness primarily focus on internal and external influencing factors, yet there is a lack of multi-level investigations targeting high school teachers.

Furthermore, few studies analyze the subjective happiness of teachers' career development or explore how professional identity influences subjective happiness in this population. Building on existing research, this study investigates the relationship between subjective happiness and professional identity among private high school teachers. YH School, established in 2001, is a key project under the provincial-university cooperation agreement between Peking University and the Henan Provincial Government. Recognized as one of China's Top 100 High Schools and a provincial exemplary institution, it is funded and managed by Zhengzhou Yuhua Education Investment Co., Ltd. Located in Zhengzhou Airport Economy Comprehensive Experimental Zone, adjacent to Zhengzhou Xinzheng International Airport, the campus spans over 33 acres with a total construction area of 100,000 square meters. As an innovative comprehensive experimental school emphasizing holistic student development, YH School prioritizes educational reform and teacher training investments. Its faculty exhibits notable diversity in teaching experience, educational backgrounds, and subject specializations, providing an ideal context for investigating professional identity and subjective happiness.

Methodology

This study employs convenience sampling to survey teachers at YH Experimental School, aiming to investigate the overall levels of professional identity and subjective happiness, analyze demographic variations, and validate their interrelationships. Demographic backgrounds: Gender, teaching experience, educational background, and subject taught. Professional identity: Comprises four dimensions: role values, career behavioral tendencies, professional values, and occupational belongingness. Subjective happiness: Measured across three dimensions: life satisfaction, positive affect, and negative affect.

The target population consists of 382 full-time high school teachers at YH School. Using the sampling table by Krejcie and Morgan (1970), 191 teachers met the inclusion criteria. Descriptive statistics will be conducted using SPSS software to summarize the distribution of the sample and calculate the mean (M) and standard deviation (SD) of scores for professional identity and its dimensions. Descriptive statistics will be applied to examine the sample distribution and compute the mean (M) and standard deviation (SD) of scores for subjective happiness and its dimensions. Independent samples t-tests will be used to assess significant differences in professional identity and its dimensions between male and female teachers. One-way ANOVA will be employed to evaluate differences based on educational level, teaching experience, and subject taught. Independent samples t-tests will examine gender-based differences in subjective happiness and its dimensions. One-way ANOVA will analyze variations linked to educational level, teaching experience, and subject taught. Pearson correlation analysis will be conducted via SPSS to determine the relationships between professional identity and subjective happiness, as well as their respective dimensions. This will identify whether statistically significant correlations exist between the two variables.

Results

Reliability and Validity

The overall Cronbach's α coefficient for professional identity was 0.846, with internal consistency coefficients for individual dimensions ranging between 0.746 and 0.862 (0.862, 0.746, 0.854, 0.821), indicating high reliability of the scale. The three dimensions of the subjective happiness scale were analyzed, yielding an overall Cronbach's α coefficient of 0.921 for subjective happiness, with coefficients of 0.883, 0.860, and 0.810 for each dimension. All reliability values exceeded 0.8, demonstrating strong internal consistency. For the original Professional Identity Scale, the KMO value was 0.962 ($p < .001$), and Bartlett's test of sphericity was significant, confirming the scale's suitability for factor analysis. Similarly, the Subjective Happiness Scale yielded a KMO value of 0.939 ($p < .001$), with a significant Bartlett test, demonstrating high validity for the questionnaire.

Descriptive Statistics on the Participants

The study examined four demographic backgrounds-gender, educational level, teaching experience, and subject taught-across 185 valid samples. The results revealed that female teachers slightly outnumbered male teachers. In terms of educational qualifications, the majority of teachers held bachelor's degrees (56.8%, 105 individuals), followed by graduate degrees (24.3%, 45 individuals) and vocational degrees (18.9%, 35 individuals), a trend reflecting the growing emphasis on academic credentials by educational authorities. Teaching experience distribution showed a predominance of early-career educators, with 70.8% (131 teachers) having ≤ 5 years of experience. Regarding subject specialization, teachers of core disciplines (Chinese, Math, and English) formed the largest subgroup, while those teaching STEM Fundamentals and Social Studies were proportionally represented. Arts and Physical Education teachers constituted a smaller minority, mirroring the actual distribution observed in the school's teaching staff.

Current Status of Professional Identity Among High School Teachers at YH School

The overall mean score of professional identity among high school teachers at YH School falls within the "High" range ($M = 3.62$). All dimensions of professional identity exceeded the moderate level, with the following mean scores in ascending order: occupational belongingness ($M = 3.39$), role values ($M = 3.57$), professional values ($M = 3.74$), and career behavioral tendencies ($M = 3.76$).

Table 1 Descriptive Statistics of Professional Identity Among High School Teachers at YH School

Dimension	N	M	SD	Interpretation
Role Values	185	3.57	1.08	High
Career Behavioral Tendencies	185	3.76	1.02	High
Professional Values	185	3.74	1.03	High
Occupational Belongingness	185	3.39	1.12	High

These results indicate a robust development of professional identity among the surveyed teachers. The occupational belongingness dimension exhibited the standard deviation ($SD = 1.12$), reflecting significant individual differences.

Current Status of Subjective Happiness Among High School Teachers at YH School

The overall mean score of subjective happiness also fell within the "High" range. Specific dimensions included life satisfaction ($M = 3.53$, $SD = 1.22$), positive affect ($M = 3.50$, $SD = 1.21$), and negative affect ($M = 3.52$, $SD = 1.21$). The close alignment of these scores suggests relative consistency in subjective happiness. Higher scores in life satisfaction and positive affect indicate that most teachers are content with their lives and experience positive emotions. However, the similarly elevated score for negative affect highlights that negative emotional experiences remain prevalent among some teachers.

Table 2 Descriptive Statistics of Subjective Happiness Among High School Teachers at YH School

Dimension	N	M	SD	Interpretation
Life Satisfaction	185	3.53	1.22	High
Positive Affect	185	3.50	1.21	High
Negative Affect	185	3.52	1.21	High

Teachers' professional identity significantly differs across demographic backgrounds

The t-test results revealed no statistically significant differences between male and female teachers in overall professional identity or its dimensions, with all significance (Sig) values exceeding 0.05. These findings suggest that the development of professional identity among teachers is not markedly affected by gender, with male and female teachers exhibiting consistent attitudes toward their roles, behaviors, values, and sense of belonging.

Teachers with 6–10 years and 11–15 years of experience exhibited substantially lower scores. Notably, those with 11–15 years of experience recorded low scores in career behavioral tendencies ($M = 1.61$) and professional values ($M = 1.68$). This trend may reflect challenges of teachers, such as occupational burnout, heightened work pressure, and career stagnation, which contribute to diminished identity.

A slight rebound in scores emerged among teachers with over 15 years of experience, particularly in career behavioral tendencies ($M = 1.82$) and professional values ($M = 1.85$). All dimensions demonstrated high F-values with $p < .001$, confirming that teaching experience significantly impacts professional identity. The statistically significant differences across experience groups ($p < .001$ for all dimensions), establishing that teachers' professional identity varies meaningfully with years of experience.

Educational background significantly influenced all dimensions of professional identity, as

evidenced by high F-values and statistically significant p-values ($p < .001$ for all dimensions). These results confirm that teachers with different academic qualifications exhibit distinct levels of professional identity. The observed disparities reflect the impact of educational attainment on teachers' professional attitudes and perceptions.

The analysis examines differences in professional identity across four dimensions: role values, career behavioral tendencies, professional values, and occupational belongingness. Based on ANOVA results (F-values) and significance tests (p-values), subject discipline significantly influenced teachers' professional identity, with high F and $p < 0.001$ across all dimensions, indicating statistically significant differences.

Teachers' subjective happiness significantly differs across demographic backgrounds

The findings indicate that male teachers scored significantly higher than female teachers in three dimensions: life satisfaction, positive affect, and negative affect, with all differences reaching statistical significance. In the dimension of life satisfaction, male teachers attained a mean score of 3.74 compared to 3.38 for female teachers, demonstrating a statistically significant difference ($p = 0.041$). Regarding positive affect, male teachers recorded a mean score of 3.69 versus 3.36 for female teachers, with this difference also achieving statistical significance ($p = 0.046$). Notably, in the negative affect dimension, male teachers maintained a higher mean score of 3.68 compared to female teachers' 3.40, with the difference remaining statistically significant ($p = 0.045$).

Findings indicate that years of teaching experience significantly influenced teachers' life satisfaction, positive and negative affect ($p < 0.001$). In the life satisfaction dimension, teachers with 6-10 years of experience achieved the highest score ($M = 3.90$). Regarding positive affect, teachers with 6-10 years of experience attained the highest score ($M = 3.82$). Teachers with 6-10 years of experience exhibited the highest negative affect score ($M = 3.91$).

Results revealed significant differences among educational groups in life satisfaction, positive affect, and negative affect ($p < 0.001$). In the life satisfaction dimension, teachers with vocational degrees scored the highest ($M = 3.64$). For positive affect, associate-degree teachers again achieved the highest score ($M = 3.58$). Paradoxically, in the negative affect dimension, associate-degree teachers demonstrated the highest scores ($M = 3.64$). Teachers with lower educational attainment displayed more favorable outcomes across subjective happiness dimensions, particularly in life satisfaction and positive affect. Conversely, teachers, while scoring lower in these positive dimensions, demonstrated comparatively lower negative affect scores suggesting they may employ more rational and self-regulated approaches when confronting stress and negative emotions.

Correlation Analysis among Three Main Variables

Correlation analysis revealed a significant relationship between teachers' professional identity and subjective happiness. The two variables exhibited a highly positive correlation with a coefficient of 0.875, reaching statistical significance at the 0.01 level (two-tailed test). This result indicates that higher

levels of professional identity among teachers are strongly associated with enhanced subjective happiness. The overall relevant situation was shown in Table 4.

Table 3 Correlation Analysis Between Teachers' Professional Identity and Subjective Happiness

	Professional Identity	Subjective Happiness
Professional Identity	1	0.875**
Subjective Happiness	0.875**	1

** Correlation is significant at the 0.01 level (2-tailed).

Discussion

Current Status of Professional Identity Among YH School Teachers

High school teachers at YH School demonstrated a high level of professional identity, with an overall composite mean score of 3.62, indicating an advanced level. The mean scores across all dimensions surpassed moderate thresholds, reflecting teachers' strong recognition of and satisfaction with their profession. This suggests the school has achieved notable progress in faculty development. Career behavioral tendencies ($M=3.76$) and professional values ($M=3.74$) scored highest, highlighting teachers' exceptional performance in work attitudes, practical engagement, and alignment with core professional values. Teachers actively engaged in teaching and widely perceived their profession as socially valuable and meaningful, demonstrating strong professional commitment and dedication. These findings align with previous research (Xu, 2023; Dong, 2023).

The role values dimension ($M=3.57$) also yielded favorable results, indicating teachers' high recognition of their educational roles in student development. Teachers acknowledged their responsibilities in cultivating students, transmitting knowledge, and shaping character, reflecting substantial professional role identification. The occupational belongingness dimension exhibited a standard deviation of 1.124, significantly higher than other dimensions, revealing substantial individual differences in teacher's experiences of school belonging and team integration. While some teachers reported high satisfaction with school management and work environments, others experienced lower belongingness, potentially influenced by personal experiences, institutional support systems, and team culture.

Current Status of Subjective Happiness Among YH School Teachers

Descriptive statistical analysis revealed high scores across three dimensions of subjective happiness: life satisfaction ($M=3.53$), positive affect ($M=3.50$), and negative affect ($M=3.52$), indicating relatively positive and stable subjective well-being among teachers. These findings correspond with previous studies (Xing, 2002). The life satisfaction score reflects teachers' general contentment with their current circumstances, likely attributable to their recognition of professional stability and long-term career prospects. YH School's investments in teacher welfare and work

environments also contributed to this outcome.

Significant Differences in Teachers' Professional Identity Across Demographic Backgrounds

Gender-Based Differences (t-test Analysis)

No significant differences in professional identity were observed between male and female secondary school teachers. These aligns with findings from previous studies (Wei, 2013; Wu, 2021). The analysis covered four dimensions of professional identity, role values, career behavioral tendencies, professional values, and occupational belongingness and none showed statistically significant gender-based differences in scores. The results indicate consistent levels of professional identity and attitudes among teachers regardless of gender. These may reflect the gradual blurring of gender role boundaries in the teaching profession within modern educational environments. As educational systems evolve, teaching responsibilities and professional demands have become more standardized, with schools emphasizing gender equality in recruitment, training, and career development. Both male and female teachers are influenced by similar professional ethics, norms, and educational cultures, leading to comparable alignment with professional values, role responsibilities, and behavioral tendencies.

Teaching Experience-Based Differences (ANOVA Analysis)

Significant differences in professional identity were identified among teachers with varying years of teaching experience, consistent with prior research (Yang, 2002; Khan & Gul, 2021). Newly hired teachers exhibited high enthusiasm and strong professional identity, with mean scores ranging between 4.28 and 4.33 across dimensions such as role values, career behavioral tendencies, professional values, and occupational belongingness. This phenomenon may stem from early-career idealism, motivation, and a sense of fulfillment, driving new teachers to invest substantial effort in adapting to their roles and pursuing professional achievements. These findings hold critical implications for school management and teacher development strategies. Enhancing professional identity among mid- and late-career teachers requires systemic adjustments, such as providing mid-career teachers with additional learning and growth opportunities to overcome career plateaus. For long-term teachers, establishing incentive-driven evaluation systems, reducing teaching burdens, and fostering could mitigate occupational burnout and reinforce professional commitment.

Educational Background-Based Differences (ANOVA Analysis)

The study revealed significant differences in professional identity among teachers with varying educational backgrounds, consistent with prior research (Hu, 2012; Xing, 2002). High F-values and $p < 0.001$ across all dimensions indicate that educational attainment significantly influences teachers' professional identity. Professional identity is not solely dependent on educational attainment is shaped by individual career expectations, environmental adaptability, and professional fulfillment. Consequently, school policies should avoid overemphasizing academic credentials and instead balance the needs of teachers across educational backgrounds. For highly educated teachers, providing opportunities for research and professional challenges can address their developmental needs. For

teachers with lower qualifications, enhancing teaching skill training and career incentives may strengthen their professional identity. These findings underscore the importance of tailored strategies that respect individual differences within a diverse teaching workforce.

Subject-Based Differences (ANOVA Analysis)

Significant differences in professional identity were observed among teachers from different subject disciplines, aligning with previous studies (Xu & Dong, 2023). These disparities reflect the unique experiences and professional mindsets shaped by distinct teaching environments, workloads, and subject-specific cultures. Differences in subjects influence the content and methods of teaching, as well as the roles and status of individuals within school ecosystems. For instance, core subjects (e.g., Chinese, Mathematics, English) often place heavier teaching and examination pressures on teachers. This “high expectations under high stress” environment may lead to occupational fatigue, negatively impacting overall professional identity. Arts and physical education teachers, despite being perceived as supplementary to core academic roles, reported higher professional values and occupational belongingness. These teachers often enjoy greater autonomy and creative freedom in curriculum design and activity planning, enabling them to derive fulfillment from student growth, and emotional engagement. Their strong emotional connections with students likely enhance their professional identity.

Significant Differences in Teachers’ Subjective Happiness Across Demographic Backgrounds

Gender-Based Differences (t-test Analysis)

The results indicated significant gender-based differences in teachers’ subjective happiness across its three core dimensions, with male teachers scoring significantly higher than female teachers. These suggest that unique psychological and social factors related to gender may influence happiness experiences. These findings align with prior studies (Wei, 2013; Yang, 2002; Khan& Gul, 2021). In life satisfaction, male teachers scored notably higher than female teachers. These may relate to gendered role distributions and sources of stress in work and life. Traditionally, male roles in family and career may focus more on professional achievements and job stability, with fewer additional burdens from caregiving or parenting responsibilities. Consequently, male teachers may concentrate more on their work and derive higher life satisfaction from professional accomplishments.

Teaching Experience-Based Differences (ANOVA Analysis)

The study revealed a complex and nuanced relationship between subjective happiness and teaching experience, with significant differences across life satisfaction, positive affect, and negative affect dimensions. These findings are consistent with prior research (Khan& Gul, 2021). This phenomenon may reflect stage-specific characteristics of career development. Teachers with less than 5 years of experience (early career) often face adaptation challenges, including unfamiliar teaching environments, occupational pressures, and role expectations. Despite their enthusiasm and idealism, their lower scores in life satisfaction and positive affect may stem from discrepancies between idealized

expectations and workplace realities. Teachers with 6-10 years of experience (mid-career) appear to enter a "golden period." They have accumulated substantial teaching skills and confidence in classroom management, often gaining access to more resources and career development opportunities.

Educational Background-Based Differences (ANOVA Analysis)

The study revealed significant differences in subjective happiness among teachers with varying educational backgrounds, highlighting the complex psychological impacts of academic qualifications. These findings align with prior research (Kremer & Hofman, 1981). Teachers with vocational degrees scored highest in life satisfaction and positive affect, suggesting greater contentment with their current professional and personal circumstances. This may stem from their relatively realistic career expectations and alignment between their roles and aspirations. Vocational degree teachers often derive direct fulfillment from daily teaching practices, which align closely with their professional goals.

Subject-Based Differences (ANOVA Analysis)

Significant differences in subjective happiness were observed among teachers across subject disciplines, consistent with previous studies (Dong, 2023). Arts and physical education teachers achieved high scores in life satisfaction and positive affect, likely due to the creative expression and student interaction inherent in their work, which fosters emotional fulfillment. However, this group also exhibited the highest negative affect scores, potentially attributable to uncertainties in career progression and external evaluation pressures within their fields.

Social science teachers (e.g., Politics, History, Geography) demonstrated relatively positive well-being, scoring highest in positive affect, reflecting strong alignment with their teaching content and methodologies. Nonetheless, their elevated negative affect scores suggest stressors related to societal changes and curriculum reforms. Natural science teachers (e.g., Physics, Chemistry, Biology) reported the lowest negative affect scores, indicating emotional stability and rationality in addressing challenges. These may relate to the structured and logic-driven nature of science education, which encourages analytical problem-solving and mitigates emotional fluctuations. These subject-based disparities highlight how disciplinary characteristics and teaching content shape emotional experiences, emphasizing the profound influence of professional environments on subjective happiness. School administrators should consider discipline-specific needs to foster holistic well-being across all subject groups.

Significant Positive Correlation Between Teachers' Professional Identity and Subjective Happiness

The study demonstrated a strong positive correlation between teachers' professional identity and subjective happiness, consistent with prior research (Wei, 2013; Dong, 2023). The correlation coefficient of 0.875 is statistically significant and psychologically meaningful. Professional identity is a core component of teachers' intrinsic motivation and reflects their acceptance of professional roles, recognition of career value, and passion for their work. A strong professional identity directly enhances feelings of accomplishment and self-efficacy. When teachers recognize the value of their work, it

undoubtedly serves as a significant source of happiness. This perception enables teachers to derive intrinsic fulfillment and emotional resilience when confronting demanding tasks and complex challenges, fostering positive emotional experiences.

Higher professional identity indicates greater occupational belongingness and role acceptance among teachers. This emotional connection strengthens their capacity to manage daily teaching responsibilities and mitigates negative emotions arising from workplace stressors, student behaviors, or institutional constraints. Teachers who identify strongly with their profession tend to attribute meaning and purpose to their work, enhancing psychological resilience in the face of challenges. Such resilience translates into higher subjective happiness in practical terms.

Overall, the findings robustly support professional identity as a critical psychological factor in enhancing teacher well-being. This establishes a theoretical basis for teacher development and highlights the importance of educational administrators prioritizing the cultivation and reinforcement of professional identity to enhance teacher well-being.

Conclusions

The study concludes that teachers' professional identity and subjective happiness are influenced by various demographic factors, though to differing extents. The findings indicate that professional identity differs significantly based on teachers' years of teaching experience, educational background, and subject discipline, while no significant differences were found between genders. This suggests that professional identity is shaped more by academic and experiential factors than by gender alone. On the other hand, subjective happiness shows significant variation across all examined demographic variables, including gender, teaching experience, educational background, and subject discipline, indicating a broader sensitivity to personal and contextual differences. Furthermore, the study confirms a significant positive correlation between teachers' professional identity and their subjective happiness. This relationship implies that teachers who possess a stronger sense of professional identity tend to experience higher levels of happiness, reinforcing the idea that how teachers perceive and value their professional role has a meaningful impact on their overall well-being. Overall, the study highlights the complex interplay between demographic factors, professional self-perception, and psychological well-being among educators, and underscores the importance of supporting both professional development and emotional health in the teaching profession.

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