

# DIMENSIONS OF SUBJECTIVE WELL-BEING (DSWBs) AMONG GUIDANCE AND COUNSELING TEACHERS (GACTs) IN MALAYSIA: A CONCEPTUAL OVERVIEW

STANLEY MISSUN<sup>1</sup> and ZAINUDIN OMAR<sup>2</sup>

<sup>1,2</sup> Universiti Utara Malaysia, Sintok, Malaysia.

## Abstract

This conceptual overview explores subjective well-being among guidance and counseling teachers (GACTs) in Malaysia, focusing on three key dimensions: life satisfaction, positive emotions, and negative emotions (DSWBs). The research examines how these aspects of subjective well-being affect the professional responsibilities of GACTs and their influence on students within primary and secondary school settings in Malaysia. Understanding these dynamics can offer valuable insights to boost the well-being of GACTs, ultimately enhancing student success.

**Keywords:** GACTs, DSWBs, Guidance And Counseling Teachers, Life Satisfaction, Negative Emotions, Positive Emotions, Subjective Well-Being.

## 1. INTRODUCTION

In Malaysia, guidance and counseling teachers (GACTs) play an important role in students' emotional, social, and academic development (Arumugam *et al.*, 2021). These educators' well-being is critical, as it affects their health and ability to help students. This review looks at three key aspects of subjective well-being among GACTs: life satisfaction, positive emotions, and negative emotions (DSWBs), as well as their impact on professional performance and student well-being. According to Jeon and Choi (2021), GACTs' life satisfaction refers to their overall sense of fulfillment in life, which can influence their motivation and involvement in their professional endeavors. Positive emotions, such as joy and enthusiasm, can help them interact with students more effectively, creating a supportive and encouraging environment. On the other hand, negative emotions, such as stress and frustration, can impede their ability to provide effective guidance and support to their primary client at school, the students. Understanding how subjective well-being and GACT roles interact can shed light on how well-being affects professional duties. For example, GACTs who are satisfied with their lives and frequently experience positive emotions are more likely to have empathy and be highly proficient in addressing the needs of students, whether in primary or secondary school. As a result, students' performance improves. According to Romano *et al.* (2020), negative emotions can lead to burnout, limiting teachers' ability to effectively assist students. By analyzing these dynamics, we can identify strategies for improving the welfare of GACTs, such as implementing professional development initiatives, stress reduction workshops, and organizational support systems. Implementing these interventions can improve the overall work environment, allowing GACTs to perform their duties more efficiently and positively impacting the educational experiences and achievements of the students they support. Thus, understanding

and supporting GACTs is critical to Malaysia's educational system's success. The dimensions of subjective well-being among Malaysian guidance and counseling teachers, or GACTs, have a significant impact on their job performance and the level of stress they face in the workplace (Bakar, 2020). Life satisfaction, which is an individual's overall assessment of their quality of life, can influence a guidance and counseling teacher's motivation, dedication, and proficiency in their professional responsibilities. Individuals with higher levels of life satisfaction may have improved abilities to effectively manage the demands and difficulties of their job, resulting in better outcomes for their students (Cayupe *et al.*, 2023). Positive emotions like joy, enthusiasm, and contentment can help guidance and counseling teachers build strong relationships with students, faculty, and parents. These positive emotions can foster a more encouraging and caring environment, improving students' overall well-being and academic performance. Negative emotions, such as anxiety, depression, and anger, can impair the ability of guidance and counseling teachers to provide effective guidance and counseling services. These emotions may make it difficult for them to remain calm and empathetic when working with students who are experiencing various personal and academic challenges. According to Beukes (2023), the interaction of these subjective well-being dimensions can have a significant impact on a guidance and counseling teacher's stress levels and overall job performance. Individuals with higher levels of life satisfaction and positive affect are more likely to experience less work-related stress. This is because they are better prepared to meet the demands of their jobs. As a result, this can lead to improved service delivery, job satisfaction, and student achievement. GACTs with lower levels of life satisfaction and higher levels of negative emotions may face a higher risk of burnout. This can have a negative impact on their job performance and the level of support they provide to their students at school.

## 2. REVIEW OF LITERATURE

A thorough secondary research analysis of guidance and counseling teachers (GACTs) and dimensions of subjective well-being (DSWBs) in Malaysia has yielded valuable insights. This comprehensive analysis has not only enhanced the comprehension of the aspects of subjective well-being among Malaysian GACTs, but also revealed the complex connections between DSWBs, efficient counseling techniques, and student accomplishments. This conceptual overview emphasizes the importance of these connections in forming reliable conclusions, highlighting the crucial role of policy interventions and school involvement in improving the effectiveness of GACTs. The literature review highlights the significance of implementing supportive measures to facilitate the ongoing advancement of GACTs by combining data from multiple sources. Furthermore, it has pinpointed significant research gaps, offering opportunities for future investigations to further explore DSWBs and their impact on GACTs. This extensive overview synthesizes current knowledge, establishing a foundation for future research and practical implementation. It is a valuable resource for academics, policymakers, and practitioners dedicated to enhancing the efficiency of GACTs by tackling DSWBs in Malaysia.

### 3. METHODOLOGY

The primary focus of the conceptual paper was to perform a literature review on the topic of guidance and counseling teachers (GACTs) and dimensions of subjective well-being (DSWBs) in Malaysia. The review was specifically carried out within the Malaysian context. Employing a systematic approach, the research team meticulously analyzed various databases such as Google Scholar, JSTOR, and Research Gate. Key search terms included "GACTs," "DSWBs," "guidance and counseling teachers," "life satisfaction," "negative emotions," "positive emotions," and "subjective well-being," which significantly influenced the investigation's outcomes.

### 4. DIMENSIONS OF SUBJECTIVE WELL-BEINGS (DSWBs)

Ruggeri (2020) delineates that the subjective well-being of guidance and counseling teachers (GACTs) in Malaysia comprises three primary dimensions: life satisfaction, positive emotions, and negative emotions (DSWBs). Life satisfaction pertains to the cognitive assessment of one's overall quality of life, encompassing professional fulfillment and personal contentment for GACTs. Positive emotions, like joy, pride, and enthusiasm, play a vital role in fostering a positive school environment and facilitating improved connections with students and colleagues. Conversely, negative emotions such as stress, anxiety, and frustration can impede their efficacy and hinder their ability to support students effectively. The correlation among these dimensions is crucial; elevated life satisfaction and positive emotions can counteract the detrimental impact of negative emotions, thereby enhancing job performance. A comprehensive comprehension of these dynamics enables the implementation of targeted interventions to bolster GACTs, including professional development opportunities, mental health support services, and peer-assisted mechanisms, resulting in a more resilient and proficient educational setting. This holistic strategy not only benefits the school environment but also significantly enhances student outcomes, as emotionally and mentally resilient GACTs are better equipped to guide and counsel students effectively. The following section will further explain these dimensions.

#### A. Life Satisfaction

Joo & Lee (2017) found that guidance and counseling teachers (GACTs) who report high levels of life satisfaction are more inclined to exhibit heightened motivation, engagement, and effectiveness within their professional settings. These teachers often foster robust relationships with both peers and students, thereby cultivating a positive school environment conducive to student development. Moreover, GACTs experiencing elevated life satisfaction demonstrate increased resilience in managing their job demands, leading to more favorable student outcomes. Such GACTs are better positioned to create a supportive and nurturing environment that enhances students' academic performance, emotional well-being, and overall school experience. Their profound sense of purpose and fulfillment in their work underscores the significant impact they believe their roles have, motivating them to provide exceptional support to students through personalized attention, innovative teaching methods, and fostering a culture of altruism and empathy within the educational institution (DiMaria *et al.*, 2020). Additionally,

highly satisfied GACTs are adept at maintaining a healthy work-life balance (Liboreiro *et al.*, 2019), enabling them to offer effective guidance to students without succumbing to burnout or excessive stress. Conversely, GACTs reporting lower levels of life satisfaction may struggle to sustain the same dedication and effectiveness in their roles, potentially compromising the school atmosphere and student outcomes. Challenges in balancing emotional and professional demands might hinder their ability to engage with students effectively and provide meaningful support. To fulfill their pivotal role in nurturing student growth and well-being, GACTs must address factors contributing to diminished life satisfaction within their ranks (Diener, 1984).

## **B. Positive Emotions**

According to Diener *et al.* (2018), positive emotions, such as joy, gratitude, and pride, are pivotal in shaping an individual's well-being and have a profound impact within educational settings, particularly for individuals undergoing training to become Guidance and Counseling Teachers (GACTs). These positive emotions enhance creativity, problem-solving skills, and resilience, all essential attributes for effective counseling practices. In educational institutions, GACTs experiencing positive emotions are more likely to employ proactive strategies, fostering a warm and empathetic environment that encourages students to actively seek support and openly share their concerns. The concept of emotional contagion, as described by Bono & Ilies (2006), underscores how the proliferation of positive emotions can significantly enhance the school climate. When students feel valued and understood, their self-esteem rises, anxiety diminishes, and overall educational experiences improve. Positive emotions also aid GACTs in maintaining a balanced perspective, enabling them to navigate the challenges and pressures inherent in their roles, furthering their professional development and personal well-being (Kutsyuruba *et al.*, 2019). Extensive literature underscores the profound impact of emotional well-being on academic performance and life satisfaction, emphasizing the importance of emotional regulation and fostering positive emotions in educational environments. Nevertheless, as noted by Diener *et al.* (2020), GACTs must recognize that exclusively focusing on positive emotions may not always be the most effective strategy. Drigas & Papoutsi (2020) stress the necessity for individuals to effectively manage negative emotions like anxiety, stress, and depression, prevalent during academic and personal growth phases. Overemphasizing positive emotions can neglect the crucial aspect of emotional regulation and coping with challenging emotional states. Imposing a constant pursuit of happiness on students may set unrealistic expectations detrimental to their overall well-being. GACTs should adopt a balanced approach that acknowledges the full spectrum of human emotions. Equipping students with tools to navigate their emotional experiences allows GACTs to nurture emotional intelligence and resilience, fostering a more supportive and effective learning environment. While positive emotions are essential for enhancing GACTs' overall well-being and professional performance, a holistic approach that addresses negative emotion management is equally critical (Richards, 2022). This comprehensive strategy not only improves the school environment but also nurtures students' holistic development, ensuring they possess the emotional skills necessary for academic success and life satisfaction (Harpaz *et al.*, 2024).

### **C. Negative Emotions**

Adverse emotions, including anxiety, depression, and anger, significantly affect the well-being and efficacy of guidance and counseling teachers (GACTs). As highlighted by Bleasdale *et al.* (2020), these negative emotions can hamper GACTs' ability to provide effective services, compromising their composure and empathy, which are crucial when assisting students with various personal and academic challenges (Joyce & Zabowski, 2021). This emotional turmoil can create a less nurturing atmosphere, negatively impacting students' welfare and academic success. High levels of negative affect make it harder for GACTs to manage their roles' emotional demands, leading to increased stress and burnout. Consequently, their professional obligations suffer, and innovative problem-solving becomes challenging. Negative emotions also strain relationships with colleagues, students, and parents, exacerbating professional difficulties. According to Wang (2021), these emotions affect the entire school environment, diminishing GACTs' ability to foster a supportive atmosphere, which can erode their self-worth and amplify anxiety. To counteract this, it is essential to provide GACTs with resources to manage stress and develop coping strategies. Techniques such as mindfulness practices, physical activity, and professional development focused on emotional intelligence can help mitigate adverse emotions (Iacoviello & Charney, 2020). Schools should offer support systems like peer support groups and professional counseling services to equip GACTs with the necessary tools to manage emotional challenges. Cultivating a positive mindset through activities such as gratitude journaling and positive affirmations can also enhance resilience and job satisfaction. Furthermore, creating a nurturing school environment with policies promoting work-life balance and open communication can alleviate adverse emotions' impact. By addressing these emotions and providing essential resources, schools can ensure GACTs' effectiveness and their positive influence on students' lives.

## **5. DISCUSSION**

The intricate interplay among life satisfaction, positive emotions, and negative emotions significantly influences the well-being and efficacy of Guidance and Counseling Teachers (GACTs) within educational settings. Heightened life satisfaction and positive emotional states correlate with enhanced job performance, stronger interpersonal connections with colleagues and students, and the cultivation of a supportive school environment conducive to student development. Conversely, negative emotions like anxiety, depression, and anger can severely hinder the effectiveness of GACTs, impeding their ability to create a nurturing educational environment. Understanding and managing these emotional dynamics are paramount for the overall success of both GACTs and the students under their care.

### **A. The Impact of Positive Emotions on GACTs**

Positive emotions, such as joy, gratitude, and pride, play a pivotal role in fostering creativity, problem-solving abilities, and resilience among Guidance and Counseling Teachers (GACTs). According to Silva & Coburn (2023), these emotions serve as catalysts for GACTs to actively seek support and openly address challenges. The contagious nature of positive emotions contributes to cultivating a favorable environment within educational institutions. Beyond

benefiting their own well-being, GACTs create a nurturing atmosphere that encourages student engagement in both academic and personal development. Their capacity to maintain a balanced outlook equips them to proficiently navigate the demands and pressures inherent in their roles. Consequently, GACTs experiencing heightened levels of positive emotions demonstrate greater proficiency in managing job responsibilities, maintaining a harmonious work-life balance, providing effective guidance to students, and avoiding burnout or excessive stress, as noted by Seaward (2020). This enhanced capacity for self-management underpins their success.

### **B. The Importance of Life Satisfaction**

Oriol *et al.* (2020) contend that a strong correlation exists between guidance and counseling teachers (GACTs) who maintain a positive outlook and their heightened experience of positive emotions. This emotional state significantly influences their overall life satisfaction. GACTs who exhibit contentment with their lives tend to display a deep dedication and fervor in their organizational roles. They are driven to surpass expectations in supporting their students by offering personalized attention, utilizing advanced counseling methods, and fostering a nurturing and empathetic environment within the institution. These affirmative actions contribute to cultivating a positive school atmosphere that fosters student growth and progress. Conversely, Gander & Ruch (2020) discovered that individuals with lower life satisfaction levels may encounter challenges in maintaining the same level of commitment and efficacy in their GACT roles. Such individuals may struggle to balance the emotional and professional demands of their jobs, leading to a less favorable school climate and diminished student outcomes. GACTs facing dwindling enthusiasm and energy levels may find it difficult to connect with students and provide effective support. Addressing the factors that contribute to reduced life satisfaction among GACTs is imperative to enable them to effectively fulfill their pivotal roles in nurturing student development and well-being.

### **C. The Impact of Negative Emotions**

Negative emotions, such as anxiety, depression, and anger, can significantly impact the well-being and efficacy of guidance and counseling teachers or GACTs (Bacıoğlu, 2020). The presence of heightened negative affect can hinder the ability of GACTs to provide effective guidance and counseling services. Interacting with students grappling with various personal and academic challenges presents obstacles to maintaining a composed and empathetic demeanor. Consequently, this can result in a less supportive and nurturing environment, adversely affecting students' well-being and academic performance. As noted by Bakker & Vries (2021), individuals experiencing elevated negative affect may encounter difficulties in managing the emotional demands of their roles, leading to heightened stress and burnout. Struggling to uphold a positive outlook can significantly impede their capacity to address issues effectively and devise innovative solutions to aid their students. Moreover, negative emotions can strain the relationships that GACTs foster with colleagues, students, and parents, exacerbating the professional challenges they encounter. The interconnectedness of life satisfaction, positive emotions, and negative emotions plays a pivotal role in influencing the well-being and effectiveness of GACTs. To sustain their effectiveness and positively impact the lives of their students, GACTs must address emotional dynamics by implementing stress

management strategies, fostering coping mechanisms, and cultivating a positive mindset. Schools can support GACTs by offering essential resources and assistance, thereby fostering a conducive and supportive environment for all students.

## 6. RECOMMENDATIONS

Improving the well-being of guidance and counseling teachers (GACTs) is essential for fostering a positive impact on students. To support student development effectively, GACTs must maintain their own health and well-being. Implementing a variety of strategies can significantly enhance their subjective well-being and, consequently, their influence on students. First, providing opportunities for professional development ensures GACTs stay current with best practices and new methodologies, which can be both empowering and motivating. Additionally, offering counseling and mental health support can help GACTs manage stress and emotional challenges, thereby sustaining their ability to support students. Promoting a positive school culture creates an environment where GACTs feel valued and connected, encouraging a sense of belonging and purpose. Mentorship programs can offer guidance and support from more experienced peers, fostering professional growth and confidence. Finally, recognizing the contributions of GACTs ensures they feel appreciated and acknowledged, boosting morale and job satisfaction. By implementing these strategies, schools can create a supportive framework that enhances the well-being of GACTs, ultimately leading to a more effective and nurturing educational environment for students.

### A. Developing Professional Skills and Emotional Intelligence

Paolini (2020) suggests that fostering emotional intelligence, stress management techniques, and a positive mindset is pivotal in supporting guidance and counseling teachers (GACTs), even if they possess counseling expertise. Providing professional development opportunities is key to cultivating psychological resilience among GACTs. Participation in ongoing training sessions, such as workshops focusing on emotional intelligence and positive psychology, can enhance their skills, sustain motivation, and instill a sense of value. These advantages empower GACTs by not only honing their abilities but also equipping them to effectively manage the emotional demands inherent in their roles. Professional development confers a distinct advantage, significantly enhancing the well-being and efficacy of GACTs. By enhancing their skills and strategies, organizations enable GACTs to excel in their positions and offer improved support to those they assist. Furthermore, engaging in professional development aids GACTs in establishing a clear path, enhancing their overall well-being, and strengthening their ability to forge meaningful connections. These elements are crucial in mitigating burnout and secondary traumatic stress. Research underscores that with adequate support, including professional development opportunities, GACTs are more adept at managing the emotional rigors of their profession while safeguarding their personal welfare. Strengthening resilience and promoting effective coping mechanisms are identified as pivotal approaches to safeguard at-risk GACTs and foster their recovery following trauma. Additionally, possessing a robust understanding of psychological capital, encompassing self-efficacy, optimism, hope, and resilience, acts as a protective shield for social workers against burnout and secondary

traumatic stress. Literature underscores the significance of fostering a compassionate organizational culture that prioritizes clinician well-being, which can help alleviate the adverse effects of the emotional challenges inherent in their work environment.

### **B. Offering Mental Health Counseling and Support**

According to Elliott and Ragsdale (2020), granting guidance and counseling teachers (GACTs) access to counseling and other mental health support services is vital for improving their ability to deal with difficulties in their personal and professional lives. By incorporating mental health resources and peer support groups into schools, it is possible to provide GACTs with the necessary support to cope with stress and negative emotions. Access to professional counseling services provides GACTs with a secure environment to address their concerns and receive appropriate guidance. This setting offers a safe and encouraging environment for GACTs to openly discuss their difficulties and obtain the essential support needed to overcome them. Furthermore, the existence of peer support groups can foster a sense of community and camaraderie, allowing GACTs to share their experiences and acquire knowledge from one another. By prioritizing the mental health and well-being of GACTs, educational institutions can enhance their support for students in their academic and professional pursuits.

### **C. Fostering a Positive School Environment**

Lester *et al.* (2020) underscore the paramount importance of cultivating a positive and supportive school culture that places a premium on the physical and emotional well-being of all faculty and staff members. Central to this goal is ensuring the satisfaction and contentment of guidance and counseling teachers (GACTs) and other school personnel, particularly the students under their care. Schools can institute policies that promote a harmonious balance between professional responsibilities and personal life by offering inclusive leave packages, including paid vacation, sick leave, and family leave, as well as flexible work arrangements. By fostering an environment that prioritizes the well-being and happiness of GACTs and their colleagues, educational professionals can develop a stronger sense of belonging and receive due acknowledgment for their invaluable contributions. Furthermore, a robust school culture encourages open communication and collaboration among teaching staff, resulting in heightened morale, job satisfaction, and ultimately, improved student outcomes. The physical and social environment within educational institutions are pivotal components of a positive school climate that supports student growth and development. Schools that emphasize health education, the development of health-related competencies, and the implementation of healthy policies can significantly influence the overall health and well-being of their students. Additionally, an ideal school setting should provide a safe and nurturing environment where every student feels socially, emotionally, and physically secure.

### **D. Mentoring Programs**

Deng *et al.* (2022) assert that the implementation of mentorship programs is paramount in fostering the exchange of coping strategies and best practices among guidance and counseling teachers. Experienced counselors offer invaluable perspectives and guidance to assist novice colleagues in navigating the complexities of their roles. Establishing a supportive community



through mentorship significantly enhances the well-being and professional development of guidance and counseling teachers. These programs facilitate the transmission of knowledge, expertise, and strategies from seasoned GACTs to their less-experienced counterparts, aiding in their career progression and offering a supportive network to address industry-specific challenges. Institutions can cultivate a collaborative and nurturing environment for professional advancement by introducing mentorship circles, where GACTs can regularly convene to share accomplishments, concerns, and solutions. Mentors play a crucial role in guiding mentees through coaching and classroom observations to help them refine essential teaching skills, strategies, and methods. This structured guidance and feedback are particularly beneficial for newly appointed GACTs as they acclimate to their roles. Furthermore, research underscores the importance of well-designed mentorship initiatives in enhancing the quality and efficacy of research conducted by experienced advisors. By adhering to these recommendations, mentorship relationships can evolve into mutually advantageous partnerships, equipping mentees with the necessary guidance and support to excel in their professional pursuits.

#### **E. Balancing Praise and Criticism**

Landa (2023) proposes that regular check-ins, feedback, and recognition of contributions play a pivotal role in cultivating a sense of purpose and commitment among guidance and counseling teachers (GACTs). Recognizing the achievements of GACTs not only boosts morale but also nurtures a sense of loyalty towards the organization. Consistent feedback offers avenues for professional growth and development, ensuring sustained efficacy among team members. Granting autonomy and empowering GACTs to take the lead in specific domains can prove effective in enhancing their engagement with the organization's objectives. Furthermore, fostering a community spirit and fostering camaraderie through opportunities for interpersonal engagement can enhance the sense of belonging within the team. Encouraging collective pride through shared experiences, accomplishments, and a unified organizational ethos can further solidify team cohesion. Providing transparent and comprehensive data on the lasting impact of GACTs' contributions can help them grasp the significance of their work, reinforcing their sense of purpose and dedication. A robust organizational culture that promotes inclusivity and satisfaction can serve as a potent motivator for employees across all levels of the hierarchy. By leveraging these strategies, organizations can cultivate a highly engaged and dedicated GACT workforce. A collective sense of purpose and a deep alignment with the organization's mission and values will drive this workforce forward. To achieve this, organizations must prioritize articulating and disseminating their core purpose and values, and subsequently develop management systems that uphold and reinforce these principles in the long term. This necessitates the creation of effective recruitment and onboarding processes to attract and integrate new hires who resonate with the organization's values. It also involves establishing performance management frameworks that recognize and incentivize behaviors and contributions aligned with the organization's culture and goals. Ultimately, the ability to sustain a resilient organizational culture amid expansion and evolution is pivotal in securing long-term success and competitiveness.

## **F. Managing Negative Emotions**

Arumugam (2021) posits that educators in guidance and counseling, known as GACTs, should adopt a targeted approach to effectively manage negative emotions and excel in their roles. Proficiency in stress management and the development of efficient coping mechanisms are pivotal factors in fostering a positive mindset, crucial for success in their professional capacities. Provision of adequate resources and support is essential to support their endeavors. Implementation of various stress alleviation techniques, including mindfulness practices and physical activities, can significantly aid GACTs in their field. Additionally, cognitive-behavioral training offers the advantage of helping individuals reframe negative thoughts and diminish the impact of adverse emotions. By incorporating these strategies into their daily routines, GACTs can enhance their emotional regulation skills, resulting in increased productivity and job satisfaction. The effectiveness of GACTs hinges on their adeptness in managing and mitigating negative emotions. Equipping GACTs with the necessary tools and support is paramount for their well-being and efficacy in their roles.

## **G. Creating an Encouraging Atmosphere**

Bear (2020) posits that fostering a collaborative school environment serves as an additional strategy to effectively mitigate the impact of negative emotions. Schools possess the capacity to enforce policies that foster transparent communication among staff members, facilitate avenues for professional development, and promote a harmonious equilibrium between work and personal life. By fostering a nurturing and empathetic atmosphere, schools can help teachers and staff develop a stronger sense of worth and recognition for their contributions. This helps to reduce the prevalence of negative emotions and mitigate the associated repercussions, such as anxiety. Ultimately, a collaborative and supportive school culture not only enhances the well-being of educators but also creates a more positive and productive learning environment for students.

## **8. CONCLUSION**

The welfare of guidance and counseling teachers (GACTs) in Malaysia is crucial in determining their professional effectiveness and the well-being of their students. This review has identified three primary elements of subjective well-being among GACTs: life satisfaction, positive affect, and negative affect. These factors have a significant impact on the effectiveness of these educators. GACTs is contingent upon elevated levels of life satisfaction and positive emotions due to their facilitation of motivation, engagement, and resilience. These factors contribute to establishing a conducive school environment that enhances student growth. Enhanced life satisfaction enhances the ability of GACTs to efficiently handle job requirements, resulting in improved student results. Positive emotions not only improve the overall well-being of GACTs, but also foster the growth of strong, empathetic relationships with students, thus creating a positive educational atmosphere. On the other hand, negative emotions like stress, anxiety, and depression can greatly hinder the ability of GACTs to provide effective guidance and support. These adverse emotions contribute to heightened levels of stress and burnout, ultimately impacting the caliber of services provided to students and the

overall ambiance of the school. By prioritizing these elements of personal well-being and implementing effective strategies, educational institutions can create a favorable atmosphere for students with exceptional abilities to thrive, thereby improving their educational experiences and accomplishments. Ensuring the well-being of guidance and counseling teachers, also known as GACTs, is essential for optimizing the effectiveness of the education system in primary and secondary schools in Malaysia.

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