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SUBJECTIVE WELL-BEING OF FEMALE TEACHERS IN RUSSIA AND ITALY IN A HIGH-STRESS LEARNING ENVIRONMENT

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Annotation. The aim of the study is to reveal the nature of the relationship between teachers' subjective well-being and their attitude to labour activity in the form of the significance of professional success under conditions of increased teaching load. The study was conducted on female samples of Russian and Italian secondary school teachers of young and middle age. It is shown that the organisational conditions in Russian and Italian schools are different. In Italy the increased teaching load of teachers is lower and they are not paid. Subjective well-being of Italian teachers is significantly higher than that of Russian teachers under conditions of increased teaching load by all the studied indicators: direct assessment of subjective well-being in work, self-assessment of health (cardiovascular system and nervous system), level of fatigue, self-assessment of age-related well-being. Teachers in Italian school contexts view increased workload as an indicator of their professional demand, the amount of workload and work fatigue as elements of job satisfaction. An increase in teaching load without stress, loss of significance of professional success and deterioration of health is five hours.

Key words: female teacher, organisational conditions, subjective well-being, professional burnout, stress, increased teaching load, significance of professional success

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Original article

THE IMPACT OF INCREASED TEACHING LOAD ON THE SUBJECTIVE WELL-BEING OF FEMALE TEACHERS IN RUSSIA AND ITALY

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Abstract. The purpose of the study is to reveal the nature of the connection between the subjective well-being of female teachers and their attitude towards work in the form of the importance of professional success and assessment of their own professional competence when working overtime. The study involved young and middle-aged female teachers from Russia (N = 600) and Italy (N = 122), who worked in secondary schools. Significant differences in the organisational working conditions of Italian female teachers are the smaller amount of overtime work. In addition, female teachers from Italy voluntarily agree to work overtime. The study was conducted using a pre-tested authors' questionnaire, including questions combined with direct scaling. The questions concerned the necessity of overtime work, the volume of hours per week, self-assessment of psychophysiological and socio-psychological indicators of subjective well-being, self-assessment of one's professional competence and the importance of professional success. The study was conducted using a pre-tested authors' questionnaire, which included questions combined with direct scaling. The questions concerned the necessity of overtime work, its volume of hours per week, one's own assessment of psychophysiological, social and psychological indicators of subjective well-being, as well as assessment of one's professional competence and the significance of professional success. The main methods of statistical processing are the nonparametric Mann - Whitney U test and Spearman's rank correlation coefficient. It is shown that the organisational conditions in schools in Russia and Italy differ. In Italy, teachers' overtime work is lower and unpaid. In Russia, women work more overtime than men (54 % versus 36 %). In Italy, the percentage of women and men working overtime is the same (28 % respectively). The range of overtime work for female teachers from Russia was 2-40 hours per week. For female teachers from Italy, the range of overtime work was 3-10 hours. For both groups, statistically significant positive relationships between subjective well-being and attitude towards work were common. The most significant factor determining subjective well-being was the support of female teachers by the workforce. The same factor reduces the impact of stress, which is reflected in the self-assessment of the state of the nervous system and the general feeling of fatigue from work.

Statistically significant differences were obtained in relation to the relationship between subjective well-being and overtime work. Russian women revealed a weak, but still statistically significant inverse relationship between fatigue and overtime work, on the one hand, and subjective well-being, on the other. A negative relationship was revealed between work fatigue and subjective well-being. Female teachers from Italy showed the opposite results. All of the above connections are positive, i. e. teachers in the organisational conditions of Italian schools consider overtime work as an indicator of their professional demand. Italian female teachers perceive the amount of overtime work and work fatigue as elements of job satisfaction that have a positive impact on their professional competence. Low indicators of subjective well-being of Russian female teachers indicate an urgent need to revise organisational conditions and acceptable limits for increasing the teaching load both to maintain health and to increase motivation for professional growth, blocked by fatigue and stress.

Key words: female teachers, organisational conditions, subjective well-being, professional burnout, stress, increased teaching load, the importance of professional success

Acknowledgements: the authors express their deep gratitude to A. Magnanini and I. Leonova for collecting data in Italian schools. The authors also express their gratitude to the University of Rome "Foro Italico" (Foro Italico University of Rome), Zh. V. Badulina and the National Research Lobachevsky State University of Nizhny Novgorod.

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Introduction

In recent years, the problem of teacher shortage has become more acute, which is typical for Russia and many countries. The reasons for the shortage of teachers vary from reluctance to work as a teacher due to low salary and low social status to high demands on the profession and heavy workload. This discourages young people from entering the profession and leads to an exodus of existing teachers (Egoryshev and Egorysheva, 2023; Fleuren et al., 2023). Material difficulties due to low salaries force teachers to work overtime and part-time. Staff shortages are creating new challenges: teacher overload and inefficiency are increasing, while educational challenges are becoming more complex and student expectations are changing. The need to prepare school graduates as resilient, creative, socially active people with transformative agency, capable of building their private and professional lives in turbulent conditions is becoming increasingly realised [Sorokin, Frumin, 2022; Zakharova, Saralieva, Ghadbeigi, Zhu, 2022]. There is a need for continuous professional development of teachers, and not only professional, but also personal development [Even-Zahav et al., 2022]. The majority of teachers are women. In Russia, 88.4% of female teachers are women [Women and Men... , 2022: 63]. Taking into account the peculiarities of the balance of women's employment in labour activity and family care, their special reaction to labour stress, we can understand how relevant the problem of subjective well-being (SWB) is

women teachers and their attitudes to professional development under conditions of increased teaching load [Komleva, 2018].

The professional activity of a teacher becomes more and more relevant to a difficult life situation, the main characteristics of which are high expenditure of effort with the significance of the situation for a person [Bitiutskaya, 2020]. However, the impact of increased learning load on the teacher as a subject of labour activity is practically not studied. As a rule, it is only stated that teachers overwork.

Fatigue is named as the main cause of professional burnout, desire to leave the job and actual dismissal [Räsänen et al., 2022]. Of particular significance are the results showing the negative impact of teacher burnout on labour motivation, professional effectiveness, and learning motivation of schoolchildren and students [Pietarinen et al., 2021; Egoryshev, 2023].

The detrimental effects of excessive working hours are known: teachers' well-being is reduced, sleep disorders occur, blood pressure rises, and other diseases appear [Harma, 2006]. Excessive overtime increases the risk of death from stroke and ischaemic heart disease [Pega et al., 2021].

Nevertheless, research data on workcentrism, workaholism and presenteeism show that there is a tendency to shift the balance between work and family, private life in favour of work, personal dependence on work, staying at work longer than the time limits of working hours, including during illness [Sidorina, Ishchenko, 2015; Lewis, Beauregard, 2018; Zakharova et al., 2023]. However, the phenomenon of "silent dismissals" is also known, when tired employees who have lost their labour motivation imitate their participation in the work process [Kurmanaeva, 2022]. There is evidence that if overtime work is due to the personal desire of employees, it can not only have a positive impact on the employees themselves in terms of material and access to better working conditions, but also increase their level of happiness. In the teaching profession, factors that mitigate the effects of fatigue and stress include a sense of teaching effectiveness, student advocacy, striving for improvement, management support, and mentoring young teachers (Vidic et al., 2022). Thus, there are very contradictory data on the impact of increased workload on employees, the amount of increased workload with different regulatory effects on the employee and the success of his/her professional activity remains unexplored.

The most important emotional regulators of activity include the subject's SB [Diener et al., 1999]. SB is understood as an emotional assessment of satisfaction with life in general or its specific spheres, including labour activity, where the key component of SB is the desire for progressive technological and organisational changes against the background of positive emotions related to work [Zakharova, Saraliev, Leonova, 2022].

Consideration of SB as an emotional regulator, which is a part of the self-regulation system of activity, allows us to define it, in accordance with the

with the theory of T. Parsons, as a social action of interactive character. A person is influenced by contextual factors, but also interacting with the subject and social environment, regulates these relations at the level of self-knowledge and (or) behaviour, striving to achieve or maintain SB. SB as a social action has a systemic determination at the levels of social culture and contextual factors (at the workplace these are corporate and professional requirements, the model of organisational culture, the levels of personality and organism - somatic and psycho-physiological characteristics) [Parsons, 2018; Zakharova, Saralieva, Leonova, 2022]. At all these levels of SB determination, its subjective nature is represented. A person may feel healthy, but objective health indicators will testify to the contrary. He or she may not pay attention to fatigue, but may feel tired in case of failures in work, communication problems, relations with students. Even working conditions, including increased workload as a factor of professional burnout and teachers' departure from the profession, are considered to depend on their subjective perception by teachers [Richards et al., 2018].

A teacher may be a follower of the values of a society's culture, but may adhere to a different value system. The value commitment of Russians to collectivism and stability is particularly significant, while in Western society the values of individualism and tolerance of uncertainty as the basis for innovation prevail [Hofstede, 1984]. Value differences naturally create differences in stress and SB exposure under conditions of innovation [Zakharova, Saralieva, Leonova, 2022].

A modern teacher faces a large number of stress factors: from systematic increased workload to anxiety of not being able to cope, not having time, administrative pressure and difficulties in multilateral communications. Fatigue is the strongest stress factor contributing to professional burnout up to complete disgust to activity [Bodrov, 2010]. But not only. Stress destroys activity, and the stronger it is, the more complex it is [Kitaev-Smyk, 2010]. Innovative processes in schools, new programmes and methods to be mastered by teachers, their professional development and self-development are undoubtedly complex activities and, consequently, are affected by stress. Stress is an inherent characteristic of the teacher's work and a powerful factor in reducing SB. Researchers of teacher labour have noted that almost all teachers experience stress (Galanakis et al., 2020). Innovations can be more successfully supported without high levels of stress if they are implemented in a collaborative context, changing teachers' thinking, and with good investment in the organisation of the school space [Cecalupo, 2022].

SB is negatively related to tolerance to uncertainty. Therefore, innovations in education generate stress and post-stress disorders (dictogeny in the form of paedigeny, matetogeny and edutogeny). These disorders and attempts to transform them concern transformations and deformations of personal, interpersonal and organisational levels [Arpentieva et al., 2020]. This is especially observed in schools with a low level of adaptability

to change, limited opportunities for development and consensus building in the teaching team, weak social support of teachers from the school administration [Volkova et al., 2023]. Collective participation with good process management reduces subjective uncertainty and, consequently, stress and favours the adoption of innovations [Dekhtyarenko et al., 2022]. Teachers in schools with a good psychological climate and well-equipped workplaces have shown the highest level of SB [Dreer, 2022].

Summing up the analysis of the problem of the relationship between increased workload and teacher's SB, it can be stated that so far the data on the unfavourable impact of increased teaching load, manifested in teacher fatigue, on their subjective well-being and attitudes towards professional development prevail. There is practically no data on the amount of permissible increased loads without negative consequences for SB and the factors mediating their influence. It seems relevant to study this relationship in different organisational conditions that determine the volume of increased workloads and the presence/absence of their payment. This can be realised in a comparative study of the relationship between the volume of increased workload, SB and attitudes to professional development in groups of Russian and Italian secondary school teachers. They have the same working time norms for their labour activity - 18 hours per week. Russians receive payment for hours worked, while Italians do not receive such payment [On the duration... , 2019; *Attività dei docenti*, 2024].

The purpose of the study is to reveal the nature of the relationship between teachers' subjective well-being and their attitude to labour activity under conditions of high workload.

The respondents were female teachers working in secondary schools in Russia (N = 600) and Italy (N = 122). The age of the respondents ranged from 22 to 60 years old. The data of representatives of older ages were not included in the analysis, because while in the Russian sample the share of older female teachers is 9 per cent, among Italians it is only 3 per cent.

The study used the author's questionnaire for assessing SB in Russian and Italian languages, combining questions with direct scaling of answers. The questionnaire was tested in previous studies [Saraliev et al., 2018]. The questions relate to self-assessment of the nature and size of increased workload, subjective well-being in labour activity, the components of SB at the levels of fatigue from labour activity, self-assessment of health - the state of the nervous and cardiovascular systems as the most sensitive to workload and stress, psychological well-being / psychological support in the work team, socio-psychological age, self-assessment of their professional competence and the significance of professional success.

Non-parametric Mann-Whitney and Wilcoxon criteria and Spearman rank correlation analysis were used as methods of statistical processing of empirical data.

Results and their analysis

Table 1 shows the increased workload of the respondents.

Table 1

Amount of increased workload of Russian and Italian teachers

Country	Number of respondents, %		Number of processors, %		Average overtime per week, h		Recycling range, h/week		Forced recycling, %	
	Ж	M	Ж	M	Ж	M	Ж	M	Ж	M
Russia	93	7	54	36	9,8	8,7	2-40	2-23	34	33
Italy	71	29	28	28	7,7	5,6	3-10	3-10	22	26
Statistical significance of differences in the volume of increased workload of female teachers (Russians - Italians)					p ≤ 0,05		-		-	
Statistical significance of differences in the volume of increased workload of male teachers (Russians - Italians)					p ≤ 0,01		-		-	

The data on male respondents are included to give a better idea of the gendered nature of the increased workload. It can be seen that in both countries female teachers overwork more. In Italy, both female and male teachers overwork significantly less than in Russia, both in terms of the relative number of overworkers and the amount of increased workload. In Russia, more than half of female teachers overwork and their workload is the heaviest: almost 10 hours per week, of which more than a third is forced.

The data of Table 2 show that SB of Italian teachers is significantly higher than that of Russian teachers in conditions of increased workload, but without increased workload - higher among Russian teachers. Among Italian teachers, SB is higher among those who overwork, and among Russian women - among those who do not have an increased load. The differences are on the border of statistical significance and are considered as a stable trend. These results are somewhat unexpected. They indicate that Italian teachers like to have an increased workload. And they are not paid for it. Teachers do the workload above the norm (18 hours per week) voluntarily if the school situation requires it. It can be seen that the volume of increased workload of Russian women is significantly higher: on average 9.8 hours per week against 7.8 hours for Italian women, $p \leq 0.01$. The range of increased workload for Russians is significantly wider - from 2 to 40 hours per week, while for Italians it ranges from 3 to 10 hours per week, i.e. the differences in the upper limit reach 4 times (Table 1).

Table 2

**Mean values and statistical significance of differences
between the indicators of subjective well-being and professional attitudes of Russian and
Italian female teachers who have an increased workload
and those who don't have it**

Availability of overtime	Respondents	Overtime, h/week	Age difference	Subjective assessment		Support of the labour collective	Fatigue			Professional installations		SB in labour
				CCC	NS		Labour	DR	W	Professional competence	The importance of professional success	
S P	P	9,8	2,9	2,03	1,42	2,82	6,95	4,72	*	3,40	3,13	2,90
	И	7,7	7,5	3,12	2,65	3,41	4,82	4,47	-	3,76	3,88	3,65
U		**	*	*	*	T	**	*		-	*	*
Wit hou t P	P	-	3,5	3,02	2,47	3,58	5,67	4,02	T	3,55	3,65	3,52
	И	-	5,3	3,32	2,77	3,27	4,41	5,14	T	2,75	3,45	2,84
U			*	-	*	*	**	-		**	*	*
S P	И	7,7	7,5	3,12	2,65	3,41	4,82	4,47	-	3,76	3,88	3,65
Wit hou t P	И		5,3	3,32	2,77	3,27	4,41	5,14	-	2,75	3,45	2,84
U			*	*	*	*	*	*		-	*	T
S P	P	9,8	2,9	2,03	1,42	2,82	6,95	4,72	**	3,40	3,13	2,90
Wit hou t P	P	-	3,5	3,02	2,47	3,58	5,67	4,02	*	3,55	3,65	3,52
U			-	*	*	**	**	-		-	*	T

Notes. R - Russian female teachers, I - Italian female teachers; P - recycling; SB - subjective well-being, SSS - cardiovascular system condition, NS - nervous system condition, DR - housework fatigue; statistical significance of differences: U - by Mann-Whitney test, W - by Wilcoxon test; * - $p \leq 0.05$; ** - $p \leq 0.01$, - - statistically significant differences are absent, T - statistically significant differences are present as a trend.

The anonymous survey has shown (Table 1) that 22 % of Italian teachers still consider their part-time work as forced. These are teachers whose increased workloads are close to the maximum, but are significantly less than those of Russian women. A large amount of increased workload causes fatigue. Russian women with increased workload have a significantly higher level of fatigue than Italian women: 6.95 vs. 4.82 points, $p \leq 0.01$. It should be noted that even without increased load the Russian women are more fatigued than the Italians. Fatigue levels are lower in these cases, but the high statistical significance of the differences remains: 5.67 vs. 4.41 points, $p \leq 0.01$. The level of fatigue from increased workload in Russian women exceeds the level of fatigue from housework in all cases

comparison, which indicates a greater volume of workload among Russian teachers, $p \leq 0.01$. Italian women not only have lower levels of work fatigue than Russian women, but there is no statistical significance of differences in the levels of work fatigue and homework fatigue. While the level of fatigue of Russian women exceeds the average level of 5 points, reaching 6.95 points on average, for Italian women it reaches 5.14 points in only one case. This refers to a situation where the Italian women's fatigue level at work is minimal, so they feel that they are more tired at home.

Less stress at work has a favourable effect on the well-being of Italian women. They rate the state of their cardiovascular and nervous systems significantly higher than Russians. Among Russian women, these indicators are significantly higher for those who do not have an increased workload. A particularly low index of 1.42 points in the assessment of the state of the nervous system was recorded among Russian teachers with an increased workload. This is a direct evidence of the fact that overworked Russian women spend a long time in a state of organisational stress, which has an adverse effect on their health.

The components of the integral SB indicator in the form of the difference between the chronological and perceived socio-psychological age of respondents attract attention. Although women tend to downplay their age [Zakharova, Saralieva, Leonova, 2022], nevertheless, the differences between these indicators for Russian and Italian women are impressive. If without increased workload the Italians feel on average 5.3 years younger and the Russians 3.5 years younger, $p \leq 0.05$, in conditions of increased workload the difference increases to 7.5 years for the Italians and 2.9 years for the Russians, $p \leq 0.05$. This once again shows the unfavourable influence of increased workload on the SB of Russian teachers. Differences in the socio-psychological age of Italian women with and without increased workloads are noteworthy. Overworked Italian women feel younger than non-overworked women: 7.5 vs. 5.3 years, $p \leq 0.05$. This point of analysis returns to the previously reported fact of the positivity of Italian women's perception of increased workload. According to the self-assessment of cardiovascular and nervous system state, Italian women with and without increased workload have on average even slightly higher indicators than Russian women without increased workload, but these differences do not reach the threshold of statistical significance.

Noteworthy are the assessments of teachers' support from the labour collective. Italian women with an increased workload feel generally more supported than Russian women - 3.41 versus 2.82 points. The differences are on the border of statistical significance and can be regarded as a trend. If we turn to the data of comparison within national groups, we can see that Italian women with an increased workload receive more support from the team than those who do not have part-time jobs: 3.41 vs. 3.27 points, $p \leq 0.05$. Russian women feel more support from the team when they do not have a part-time job than when they do: 3.58 vs. 2.82 points, $p \leq 0.05$. The opposite attitude to part-time work of Russian and Italian women is manifested in their direct assessment of their SB in labour activity. While Italian women who have part-time jobs tend to evaluate their SB higher (3.65 vs. 2.84 points), Russian women tend to evaluate their SB higher (3.65 vs. 2.84 points).

the opposite is true: the level of SB is higher among those who do not have part-time jobs (3.52 vs. 2.90 points). These trends are also evident in the results of statistically significant comparisons: under conditions of part-time work, the level of SB is higher for Italian women (3.65 vs. 2.90 points, $p \leq 0.05$). If there is no increased workload, the level of SB is higher for Russian women (3.52 vs. 2.84 points, $p \leq 0.05$). Thus, it can be concluded that Italian schools have more favourable conditions for teachers when they need to work beyond the established norm. Increased workloads are relatively small and do not negatively affect teachers' well-being. They are not paid but are supported by the workforce. Teachers with increased workloads feel in demand, which provides a good impetus for a sense of well-being in the workplace.

And this is not accidental. It can be seen that for Italian teachers with increased workload the indicator of the importance of professional success is statistically significantly higher than for Russian teachers tired of increased workload (3.88 vs. 3.13 points, $p \leq 0.05$). Among Italian teachers, this indicator is significantly higher for overworked teachers (3.88 vs. 3.45 points, $p \leq 0.05$). The situation is different for Russian women: the importance of professional success is statistically significantly higher for those who do not overwork (3.65 vs. 3.13 points, $p \leq 0.05$). Higher than for non-overworked Italian women (3.65 vs. 3.45 points, $p \leq 0.05$). Non-overworked Russian women rate their professional competence higher than it is rated by Italian women (3.55 vs. 2.75 points, $p \leq 0.05$). These data indicate that professional development aspirations, the realisation of which could increase the level of professional competence, are suppressed by constant fatigue due to increased workload.

It can be stated that the high volume of increased workloads, associated fatigue and stress prevent Russian over-workers from realising their professional potential and having a better quality of life. Differences in the support of the labour collective are explained by the fact that the Russian school collective feels the unfavourable impact of increased workloads on teachers' SB and professional attitudes and strives not only (and perhaps not so much) to support overworkers, but also to reduce teachers' dependence on increased workloads. In Italian schools, the team supports recycling teachers, recognising their professionalism and relevance. Apparently, it is possible to assume that Russian and Italian teachers assess increased workloads as forced. Russian teachers want to increase their earnings and, therefore, agree to a greater volume of increased workload. Italian women do not refuse it, even if their life circumstances require more commitment in family or private life, because refusal can be seen as corporate unpatriotism or professional insecurity.

A more detailed picture of the determination of SB and attitude to labour can be seen by analysing the correlations between the indicators (Fig. 1, 2).

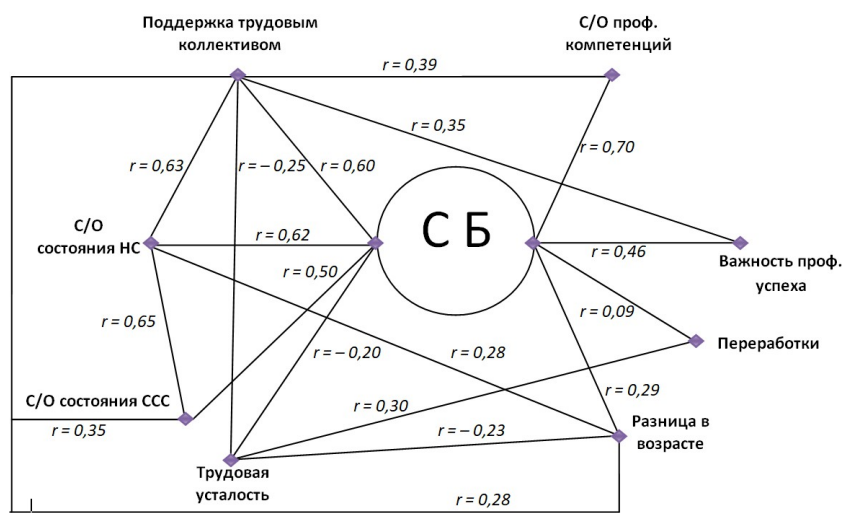


Fig. 1. Correlations between the indicators of subjective well-being and attitude to labour activity among female teachers of Russian schools:
 SB - subjective well-being, S/O of NS condition - subjective assessment of nervous system condition, S/O of CCC condition - subjective assessment of cardiovascular system condition

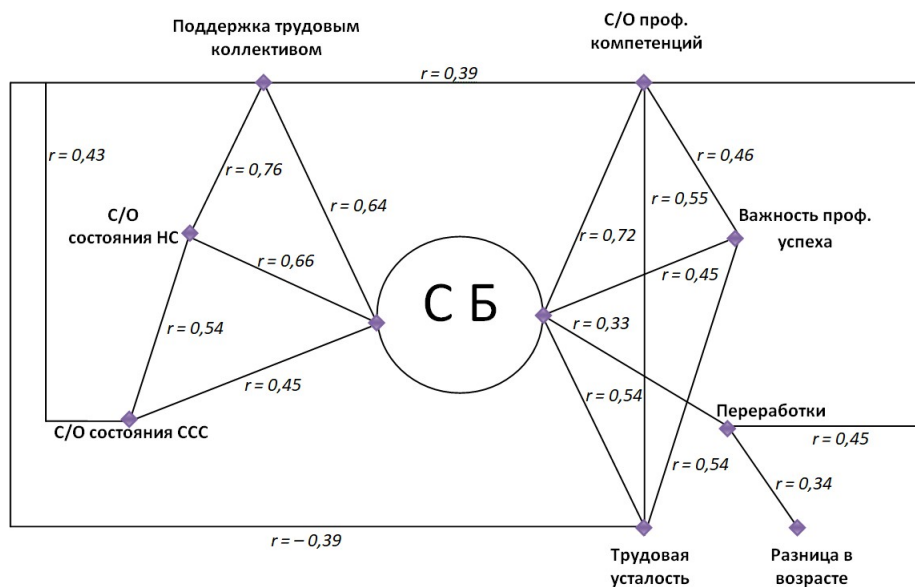


Figure 2. Correlations between the indicators of subjective well-being and attitudes towards work among female teachers in Italian schools (see explanation to Fig. 1).

The results clearly show commonalities and differences in the indicators of Russian and Italian women. The common feature is that statistically significant relationships between SB and self-assessment of professional competence and the importance of professional success were found. In Russian women, the r strength of these relationships is 0.696 ($p \leq 0.01$) and 0.465 ($p \leq 0.01$), respectively, and in Italian women 0.724 ($p \leq 0.01$) and 0.451 ($p \leq 0.01$). While the first relationship can be considered as a correlation, the second one can be considered as a causal relationship: SB determines the importance of professional success. The same high statistically significant relationships were found between psychological support of the team and SB ($r = 0.597$ for Russian women, $r = 0.644$ for Italian women). Support of the labour collective is associated with self-assessment of professional competence and the importance of professional success ($r = 0.393$, $r = 0.350$ respectively, $p \leq 0.01$). In Italian women, the links between the support of the labour collective, professional self-esteem and the importance of professional success are approximately the same as in Russian women ($r = 0.392$, $r = 0.334$, $p \leq 0.01$). The nature of these relationships can be manifested as inter- and intra-relationships. The collective is more supportive of professional and aspiring teachers. But the team may be able to maintain self-efficacy on these attributes without the teachers' efforts because of the interpersonal cohesion of the women's team. Thus, this relationship needs further research.

The factor of psychological support of the team is highly significant as mediating the influence of work fatigue and organisational stress on SB. Statistically significant relationships were found between self-assessment of the state of the nervous and cardiovascular systems and SB in both Russian women ($r = 0.624$, $r = 0.481$ respectively, $p \leq 0.01$) and Italian women ($r = 0.661$, $r = 0.451$ respectively, $p \leq 0.01$). Team support is associated with the state of nervous and cardiovascular systems in Russian women ($r = 0.629$, $r = 0.545$ respectively, $p \leq 0.01$) and Italian women ($r = 0.763$, $r = 0.481$ respectively, $p \leq 0.01$). The relationship between the indicators of labour fatigue and psychological support of the team is inverse: the higher the support, the lower the fatigue ($r = -0.247$ for Russian women, $r = -0.387$ for Italian women, $p \leq 0.01$). Thus, we can see the following common determinants of the SB of Russian and Italian female teachers: the support of the work team and its regulating influence on the experience of organisational stress, reflected in the state of the nervous and cardiovascular systems.

Attitudes to increased workloads and their influence on SB are fundamentally different in Russian and Italian women. A weak but statistically significant negative relationship between work fatigue and SB was found in Russian women ($r = -0.200$, $p \leq 0.05$). Stronger links between labour fatigue and increased workload ($r = 0.301$, $p \leq 0.01$). Increased workload negatively affects the nervous system ($r = -0.213$, $p \leq 0.01$), i.e. it is perceived by Russian female teachers as a stress factor. Fatigue negatively affects self-assessment of professional competence ($r = -0.370$, $p \leq 0.01$). This suggests that a tired teacher perceives herself as less competent. The weak links between increased workload and SB, fatigue and SB may be explained by the regulating influence of the attitude of the work team, where the tired teacher receives psychological support.

support. The difference between chronological and social-psychological age as an integrated indicator of SB attracts attention. It also depends on the psychological support of the work team ($r = 0.283$, $p \leq 0.01$). It seems that this relationship is particularly significant: a woman who is experiencing fatigue and stress may nevertheless feel younger with the support of the team.

In Italian women, as in Russian women, increased workloads are related to work fatigue at the border of statistical significance ($r = 0.242$), but the relationship with self-assessment of professional competence is stronger ($r = 0.447$, $p \leq 0.01$). The relationships of increased workloads with SB and attitudes towards work are different for Italian women. Work fatigue is related to SB and the importance of professional success ($r = 0.542$, $r = 0.544$ respectively, $p \leq 0.01$). Thus, the labour efforts of Italian teachers are positively reflected in their SB, and SB supports them in their labour efforts. Noteworthy is the fact that the chronological and socio-psychological age difference of Italian women is more strongly associated with increased workload ($r = 0.344$, $p \leq 0.01$) than with work team support ($r = 0.261$, $p \leq 0.05$). These findings suggest that the Italian school workforce is supportive of increased teacher workload. There is no direct relationship between increased workload and the importance of professional competence, but it is possible that this influence is present but mediated by the relationship between work fatigue and SB.

Conclusion

The study confirmed that subjective well-being in the workplace is an emotional regulator of labour activity. In the work of a teacher, SB favourably influences the significance of professional success and is in correlation with self-assessment of professional competence.

The key factor of SB in the work of female teachers is the psychological support of the work team. This factor mediates the impact of subjective well-being on the experience of organisational stress, work fatigue and professional self-esteem.

The impact of increased workload on the subjective well-being of female teachers, the level of work fatigue, the significance of professional success, and professional self-esteem is mediated by the organisational conditions of work activity: the amount of increased workload and its nature (voluntary/ involuntary). The amount of increased workload for female teachers, which does not violate their subjective well-being, is about five hours per week.

Women teachers in Italian schools have significantly less increased workload, voluntarily work overtime without additional pay, perceive increased workload as an indicator of their professional demand, a challenge to their professionalism and find a high level of SB in work, naturally and positively perceive labour

fatigue as an element of the quality of working life and a factor of significance of professional success and professional competence.

Russian female teachers have such an increased workload of a forced nature that the level of their subjective well-being/unfavourability indicates an unsatisfactory quality of working life, manifested in a high level of organisational stress, fatigue, reduced importance of professional success and self-assessment of professional competence. The situation is such that it requires significant changes in organisational conditions and the determination of the time limit for increasing the teaching load.

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