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Araştırma Makalesi * Research Article

The Effect of Employees' Feelings of Benign Envy and Malicious Envy on Subjective Well-Being: Comparison of Public and Private Institutions

Çalışanların Haset ve Gıpta Duygularının Öznel İyi Oluş Üzerine Etkisi: Resmi ve Özel Kurum Karşılaştırması*

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Abstract: The general purpose of this study is to determine whether benign envy and malicious envy have an effect on subjective well-being. In addition, it is aimed to investigate whether demographic characteristics and employment status in public and private institutions will make a difference in the variables. Therefore, the study was designed using a relational and interactional model. The study's theoretical foundations are based on oedomanic and hedonic cycle theory, multilateral mismatch theory, adaptation level theory, ecological theory, social comparison theory, and equity theory. The data from 1,465 teachers working in public and private schools in Osmaniye, Hatay, and Adana provinces were analyzed with the SPSS 27 program. The findings indicate a high positive relationship between benign envy and malicious envy, and a moderate positive relationship between commitment and competence, which constitute subjective well-being. However, there is no interaction between benign envy and malicious envy and subjective well-being. There is no emotional difference between working in public and governmental organizations. Some demographic characteristics may reveal significant differences between benign envy and malicious envy and subjective well-being. While some of the data obtained supports the results indicated by previous literature studies, some reveal a contrary finding.

Keywords: Subjective well-being, malicious envy, benign envy, teachers.

Öz: Bu çalışmanın genel amacı haset ve gıpta duygularının öznel iyi oluş üzerinde etkisinin olup olmadığını belirlemektir. Ayrıca değişkenler üzerinde demografik özellikler ile kamu ve özel kurumlarda çalışma durumunun farklılık arz edip etmeyeceğinin araştırılması amaçlanmaktadır. Bu nedenle çalışma ilişkisel ve etkileşimsel model üzerine tasarlanmıştır. Araştırmanın teorik temelleri, ödomanik ve hedonik döngü kuramı, çok yönlü uyumsuzluk kuramı, uyum düzeyi kuramı, ekolojik kuram, sosyal karşılaştırma teorisi ve eşitlik kuramı gibi kuramlara dayandırılmıştır. Araştırma kısmında Osmaniye, Hatay ve Adana illerindeki resmi ve özel okullarda görev yapan 1.465 öğretmenden elde edilen veriler SPSS 27programı ile analiz edilmiştir. Bulgular, haset ve gıpta duygusu arasında yüksek düzeyde pozitif yönlü bir ilişki olduğunu, öznel iyi oluşu oluşturan bağlılık ve yetkinlik arasında orta düzeyde pozitif yönlü bir ilişki olduğunu işaret etmektedir. Ancak gıpta ve haset duyguları ile öznel iyi oluş hali arasında etkileşim söz konusu değildir. Kamu ve resmi kurumlarda çalışma yönünde duygusal bir farklılık söz konusu değildir. Bazı demografik özellikler ise haset ve gıpta ile öznel iyi oluş

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INTRODUCTION

A healthy and happy lifestyle has three important components. These are positive thoughts, positive emotions and happy behaviors. The synchronized positivity of these three components can be a determinant of the quality of life of individuals. Conversely, negative behaviors that emerge with negative thoughts and emotions can be considered as signs of unhealthy life in both individual and social life. Although there is no clear answer to the question of whether emotions affect thoughts or thoughts affect emotions, it is possible to say that behavioral sciences focus mainly on emotions.

In the discussions on emotions, researchers who argue that human emotions have universal characteristics argue that human emotions can be categorized (Izard & Malatesta, 1987). On the other hand, researchers who hold the opposite view argue that human emotions have individual characteristics and therefore cannot be categorized. In our opinion, emotions are different regarding individual characteristics, but they can be universal regarding their similarities. Therefore, it is necessary to focus on the factors that elicit emotions rather than the characteristics of emotions. Categorization of emotions allows understanding of emotions but cannot reveal cause-and-effect relationships.

Knowing positive and negative emotions in work environments and creating action plans by considering emotions (Cosmides & Tooby, 2000). Malicious envy can be considered a benign form of envy. It is argued that if these emotions are managed correctly in work environments, they can become a tool to increase productivity and performance level among employees (Duffy et al., 2021). Factors such as managers' consideration of employees' emotions (Keltner & Haidt, 1999), reward and performance systems within the organization, and leaders' attitudes and behaviors are effective in the emergence of benign envy and malicious envy (Khan et al., 2009; Zurriaga et al., 2022). Therefore, it is possible that the resources offered to employees at the organizational level may be important in the emergence of benign and malicious envy. This situation may also have positive effects on subjective well-being. As with benign envy and malicious envy, it is possible to say that subjective well-being will consist of a combination of negative and positive emotions (Filep, 2014). For example, the possibility of seeing oneself as inadequate due to comparing oneself with others in the work environment may weaken subjective well-being (Bandura, 2008).

Humans are social beings. In order to lead a healthy life, they need to know and discover themselves. Therefore, they focus on maintaining healthy relationships with other people and their inner world (Ryff & Singer, 1998). Controlling these factors facilitates vital well-being. Although human beings seem to have common characteristics, each individual is different. For this reason, the social structure to which a person belongs is usually considered in human evaluations (Hampton & Marshall, 2000). For example, it is argued that individuals with sufficient material opportunities and more time in social environments have higher subjective well-being (Blanchflower & Oswald, 2004; Froh et al., 2008).

On the other hand, benign envy and malicious envy can lead to destructive and unethical behaviors among employees (Poulson, 2000; Lee & Gino, 2015). For this reason, subjective well-being is one of the important topics in positive psychology studies, which deal with human emotions at both individual and social levels (Seligman & Csikszentmihalyi, 2000). Especially in working environments, controlling or moderating negative emotions such as benign envy and malicious envy can support subjective well-being.

This study aims to understand whether the feelings of benign envy and malicious envy that may arise in employees will affect subjective well-being. In addition, it was also aimed to examine whether demographic characteristics and the way of working in public and private organizations would make a difference in the emergence of these emotions. This study, which is based on a relational and interactional model of the construct between variables, aims to develop an empirically supported conceptual model proposal. The variables included in the model examine various theories such as

oedomanic cycle theory, hedonic cycle theory, multilateral mismatch theory, adaptation level theory, ecological theory, social comparison theory, and equity theory. In order to provide empirical support, data collected from teachers working in public and private schools in Osmaniye, Hatay, and Adana provincial centers and districts were analyzed. The study was finalized with a recommendation section in light of the findings.

THEORETICAL BACKGROUND

Subjective Well-Being, Benign Envy and Malicious Envy

A subjective sense of well-being is related to people's mental evaluation of managing their positive emotions to achieve life satisfaction (Andrews & Withey, 2012; Diener & Suh, 1997). Therefore, it is possible to say that at the core of the concept is the aim of realizing people's good and true nature and achieving happiness (Wood & Johnson, 2016; Eryilmaz, 2011). Subjective well-being, about positive psychology, emerges with satisfaction and contentment with life (Lyubomirsky et al., 2005). Therefore, it aims to meet people's basic psychological needs and increase their psychological strength (Deci & Ryan, 2008). In summary, it is possible to state that subjective well-being is related to people's positive adaptation to life conditions and satisfaction with life (Matud et al., 2019). In literature studies, the theoretical foundations of the concept of subjective well-being are based on theories such as oedomanic cycle theory (Waterman, 1993), hedonic cycle theory (Brickman et al., 1978; Kahneman et al., 1999), multifaceted mismatch theory (Michalos, 1985), adaptation level theory (Helson, 1964) and ecological theory (Bronfenbrenner, 2000).

If subjective well-being is perceived positively by the individual, the individual's social and professional life can be positively affected (Steinmayr et al., 2019; Navarro et al., 2017; Ronen et al., 2014). If subjective well-being is perceived negatively by the individual, feelings such as lack of enjoyment, boredom, and reluctance due to a sedentary lifestyle may arise (Ussher et al., 2007; Pavot & Diener, 1993; Lyubomirsky et al., 2005). In summary, it is possible to say that an individual's enjoyment of life will also positively affect mental health (Peseschkian, 2002). Because individuals with good mental health also increase their enjoyment of life (Veenhoven, 2013). These factors, which are in a reciprocal relationship, can result in the individual spending more time on self-knowledge and focusing on personal development (Morin & Racy, 2021) and establishing meaningful social relationships with others (Pomfret et al., 2023; Keyes et al., 2002). In short, subjective well-being can mean that individuals enjoy their activities (Budiman & O'Cass, 2007).

Subjective well-being includes individuals' particularly positive evaluations of themselves (Ormel et al., 1999). For this reason, it is widely assumed in the literature that demographic and genetic characteristics may be related to an individual's well-being (Magnus et al., 1993). Studies conducted in this direction also support the idea that factors such as age (Landiyanto et al., 2011), gender (Myers & Diener, 1995), marital status (Coombs, 1991), and beliefs (Villani et al., 2019) will make a difference in the well-being of the individual. In such studies, it is assumed that the positive and negative evaluations of the individual determine whether the individual is satisfied with his/her life (Angner, 2010). These assumptions are supported by the idea that individuals must focus on their quality of life. Individuals' focus on their quality of life, with the positive and negative emotions in their lifestyles, is the hedonic approach (Kahneman et al., 1999). In this approach, it is seen that the individual's being affected by external environmental factors is not considered. For this reason, the oedomanic approach was developed as an alternative to defend the idea that individuals can focus on the lifestyle of others to improve their lifestyle (Kashdan et al., 2006). Both approaches may involve subjective evaluations of the individual. Although the individual compares with others in the oedipal approach, it should not be ignored that he/she will ultimately make subjective evaluations about himself/herself. According to both approaches, subjective well-being is a complex structure that may arise from positive and negative feelings and thoughts. Subjectivity constitutes the essence of subjective well-being. Therefore, individuals' ability to turn negative emotions into positive ones will be especially important. For this reason, it should not be forgotten that the general purpose of subjective well-being should include the individual's effort to make his/her own life better (Fettahlioğlu, 2025).

It is a human condition for an individual to experience feelings of benign envy and malicious envy when he/she compares himself/herself with others. Managing these emotions will be effective in

achieving subjective well-being. However, the literature lacks information regarding the effects of benign envy and malicious envy on subjective well-being. Therefore, this study investigated whether benign envy and malicious envy, based on theories such as social comparison theory (Festinger, 1954) and equity theory (Adams, 1965), would affect subjective well-being.

Benign envy and malicious envy are emotions that are usually pronounced together but are different from each other in terms of scope. Malicious envy is a concept that includes the negative emotions that an individual may feel as a result of his/her evaluations of others (Berman, 2007) and should be examined with an oedipal approach. For example, wanting someone more qualified than oneself to fail or feeling satisfaction when one fails can be explained as benign envy (Clanton, 2007). In benign envy, the thought that what is desired belongs to someone else causes disturbing sensations in the individual with benign envy (Klein, 2013). Malicious envy, conversely, explains the emotions that can be transformed into positive emotions used to motivate oneself due to perceptions that other individuals are better than oneself (Van de Ven, 2016). In this sense, the main difference between benign envy and malicious envy is that benign envy can be malicious, purified from negative behaviors. In this sense, malicious envy also includes positive emotions. It is even argued that with these emotions, individuals can increase their self-worth and add value to their lives with inspiration and motivation. In research on benign and malicious envy, conceptual studies generally focus on the difference between the two concepts (e.g., Haslam & Bornstein, 1996). In studies on the negative consequences of the two concepts, it is stated that the two concepts have been found to have negative consequences, especially in the workplace (For example, Mujcic & Oswald, 2018; Shu & Lazatkhan, 2017). The study that examined the relationship between subjective well-being and benign envy and malicious envy together was conducted by Irk and Gürses (2024).

METHOD

This study investigates whether benign envy and malicious envy affect subjective well-being and, if so, whether there is a difference between public and private institutions. The study consists of a theoretical background and a quantitative research part. Studies conducted in Turkey and abroad were taken as reference in the theoretical background. In the quantitative research part, the data obtained through the survey data collection method were analyzed. In the analysis of the survey data, factor, reliability, validity, correlation, and regression analyses were performed for the research variables, as well as statistical analyses for comparing public and private institutions. SPSS 27 program was used in data analysis.

Model and Hypotheses

The study model was designed as an interactional model between variables. The model and hypotheses formed with the dependent and independent variables to be tested are presented below.

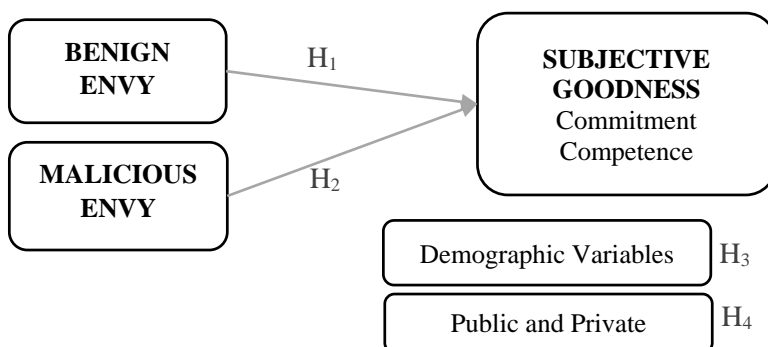


Figure 1. Research model

The hypotheses of the research are as follows.

H₁ There is a difference in the effect of benign envy and malicious envy on subjective well-being according to demographic characteristics

H₂ Benign envy has an effect on subjective well-being

H₃ Malicious envy has an effect on subjective well-being

H₄ There is a difference in the effect of benign envy and malicious envy on subjective well-being according to public and private institutions

Scales

In this study, the questionnaire method was used to obtain data. The questionnaire form consists of 3 parts. In the first part, there are question propositions to determine the demographic characteristics of the participants. In this part, the participants were asked about their age, gender, educational status, and professional experience. Benign envy, malicious envy, and subjective well-being scales were utilized to obtain data on the participants' perceptions of benign envy and malicious envy variables and their perceptions of subjective well-being. There are no reverse question propositions in these scales. Detailed information about the scales used is presented below.

Benign Envy and Malicious Envy (BEMAS) Scale

Lange & Crusius (2015) developed the benign and malicious envy scale. It was adapted into Turkish by Çırpan & Özdoğru (2017). The scale form consists of 10 questions and two sub-dimensions. 1,3,4,7,9 explain the benign envy dimension. It includes question propositions such as "When I benignly envy others, I focus on how I can be as successful as they are in the future." 2,5,6,8, and 10 explain the malicious envy dimension. It includes question statements such as "I would like people who are superior to me to lose their superiority." The scale is a 6-point Likert scale (1=strongly disagree; 6=strongly agree). The original study concluded that Cronbach's internal consistency coefficient for the dimensions of envy (.85) envy (.89) was above 0.85. In the adaptation, it was stated that envy (.78) envy (.86) and the general Cronbach's alpha coefficient were 0.77. The data obtained in the current study are presented below.

Table 1. Reliability results of benign envy and malicious envy (bemas) scale

BEMAS Scale	Private Schools		Public Schools	
Sub Dimensions	B.Envy	M.Envy	B.Envy	M.Envy
(α)	,786	,872	,893	,912
Total (α)	,911		,948	
Variance	55,757	7,887	68,369	5,906
Total Variance	63,644		74,275	
KMO	,939		,952	
Bartlett's	3605,670		6030,764	
Sd	45		45	
p Value	,000		,000	

(α): Cronbach's Alpha; KMO: Kaiser-Meyer-Olkin Scale Reliability, Bartlett's: Bartlett's Test of Sphericity Chi-Square

In the form of the benign envy and malicious envy (BEMAS) scale applied to teachers working in public schools, it was concluded that the overall Cronbach's Alpha (α) value had an internal consistency coefficient of ,948 (KMO: ,952; Chi-Square: 6030,764; sd: 45; p:,000), the internal consistency coefficient of the benign envy dimension was ,893 and the internal consistency coefficient of the malicious envy dimension was ,912. The scale can explain 74.275 of the total variance. It was concluded that the question propositions for the benign envy dimension received factor loadings between the values of ,780 and ,853, and the question propositions for the malicious envy dimension received factor loadings between the values of ,799 and ,878. In addition, in the form of the BEMAS scale applied to teachers working in private schools, it was concluded that the general Cronbach's Alpha (α) value had an internal consistency coefficient of ,911 (KMO: ,939; Chi-Square: 3605,670; d: 45; p:,000), the internal consistency coefficient of the benign envy dimension of the subcomponents was ,786 and the internal consistency coefficient of the malicious envy dimension was ,872. BEMAS scale can explain 63,644 of the total variance. It was concluded that the question propositions for the benign envy dimension received factor loadings between the values of ,651 and ,839, and the question propositions for the malicious envy dimension received factor loadings between the values of ,723 and ,851. According to these results, no question propositions were excluded from the scope of the analysis since each question proposition received sufficient factor loadings.

Subjective Well-Being Scale

The subjective well-being scale developed by Renshaw et al. (2015) was adapted into Turkish by Ergün & Sezgin Nartgün (2017). The scale form consists of 8 questions and two sub-dimensions. 1,3,5,7 explain the dimension of commitment. It includes question statements such as "I feel that I belong to this school." 2,4,6, and 8 explain the competence dimension. It includes question statements such as "I am a successful teacher." The scale is a four-point Likert scale (1=Almost never, 2=Sometimes, 3=Frequently, 4=Almost always). The adaptation study stated that the Cronbach's internal consistency coefficient of the scale was .82. The data obtained in the current study are presented below.

Table 2. *Subjective well-being scale reliability findings*

M. and B. Envy	Private Schools		Public Schools	
Sub Dimensions	Commitment	Competence	Commitment	Competence
(α)	,619	,623	,682	,650
Total (α)	,704		,731	
Variance	32,771	14,677	35,147	15,548
Total Variance	47,448		50,695	
KMO	,779		,777	
Bartlett's	765,747		1046,712	
Sd	28		28	
p Value	,000		,000	

(α): Cronbach's Alpha; KMO: Kaiser-Meyer-Olkin Scale Reliability, Bartlett's: Bartlett's Test of Sphericity Chi-Square

In the form of the subjective well-being scale applied to teachers working in public schools, it was concluded that the overall Cronbach's Alpha (α) value had an internal consistency coefficient of ,731 (KMO: ,777; Chi-Square: 1046,712; sd: 28; p:,000), the internal consistency coefficient of the commitment dimension had a value of ,682 and the internal consistency coefficient of the competence dimension had a value of ,650. The scale can explain 50,695 of the total variance. It was concluded that the question propositions for the commitment dimension received factor loadings between the values of ,577 and ,758, and the question propositions for the competence dimension received factor loadings between the values of ,562 and ,744. In the form of the subjective well-being scale applied to teachers working in private schools, it was concluded that the overall general Cronbach's Alpha (α) value had an internal consistency coefficient of ,704 (KMO: ,779; Chi-Square: 765,747; sd: 28; p:,000), the internal consistency coefficient of the commitment dimension had a value of ,619 and the internal consistency coefficient of the competence dimension had a value of ,623. The scale can explain 47,448 of the total variance. It was concluded that the question propositions for the commitment dimension received factor loadings between the values of ,632 and ,768, and the question propositions for the competence dimension received factor loadings between the values of ,680 and ,730. According to these results, no question propositions were excluded from the scope of the analysis since each question proposition received sufficient factor loadings.

Main Population and Sample

The main population of the study consists of approximately 60,600 teachers working in public schools and 7,500 teachers working in private schools in Osmaniye, Hatay, and Adana provincial centers and districts, totaling 68,100 teachers. According to the sample calculation robot, the calculated sample size is 657 teachers for public schools and 610 teachers for private schools, considering the 99% confidence interval. 850 questionnaires were distributed online and face-to-face in public and private schools to obtain data. A total of 1,465 questionnaire forms, 761 in public schools and 704 in private schools, were subjected to analysis by eliminating incomplete or incorrect forms. In the method of reaching the sample, the random and snowball methods were preferred. The purpose of the study was explained to the participants before the survey application, and the questionnaire form was distributed to the teachers who voluntarily agreed to participate. The decision of the ethics committee of the study was taken from the KSU Social and Human Sciences Ethics Committee with the decision numbered 20.11.2022-2057 (Decision no: 8). General information about the teachers working in public and private schools in these provinces is presented in the table below.

Table 3. *Distribution of teachers by school types*

IL	School Type	Public Schools			Private Schools			G. TOTAL
		Male	Woman	Total	Male	Woman	Total	
ADANA	Preschool	231	2.310	2.541	16	688	704	3.245
	Primary	2.963	5.027	7.990	83	624	707	8.697
	Middle	3.983	5.464	9.447	250	610	860	10.307
	Secondary	4.509	4.457	8.966	504	853	1357	10.323
	TOTAL	11.686	17.258	28.944	853	2.775	3.628	32.572
HATAY	Preschool	204	1.790	1.994	9	486	495	2.489
	Primary	2.837	4.044	6.881	104	478	582	7.463
	Middle	3.554	4.195	7.749	215	402	617	8.366
	Secondary	3.559	2.854	6.413	607	663	1.270	7.683
	TOTAL	10.154	12.883	23.037	935	2.029	2.964	26.001
OSMANI	Primary	1.060	1.310	2.370	50	95	145	2.515
	Preschool	90	690	780	7	124	131	911
	Middle	1.368	1.495	2.863	109	103	212	3.075
	Secondary	1.562	1.077	2.639	236	218	454	3.093
	TOTAL	4.080	4.572	8.652	402	540	942	9.594

Source: <https://istatistik.meb.gov.tr/OgretmenSayisi/OkulTuruneGore>

When the demographic characteristics of the participants who accepted to participate in the study and who work in public schools are analyzed, 329 are female, 432 are male, 443 are married, and 318 are single. In terms of age distribution, 215 of them are 25 and below, 149 of them are 26-30 years old, 152 of them are 31-35 years old, 74 of them are 36-40 years old, 77 of them are 41-45 years old and 94 of them are over 46 years old. Regarding education level, 210 graduated from high school, 503 from undergraduate, and 48 from graduate school. Regarding professional experience, 111 have less than 1 year, 227 have 1-5 years, 165 have 6-10 years, 107 have 11-15 years, and 151 have more than 16 years of experience. When the demographic characteristics of the participants working in private schools are analyzed, 377 are female, 327 are male, 337 are married, and 367 are single. In terms of age distribution, 166 of them are 25 and below, 153 of them are 26-30 years old, 191 of them are 31-35 years old, 90 of them are 36-40 years old, 90 of them are 41-45 years old and 44 of them are over 46 years old. Regarding education level, 205 are high school graduates, 467 are undergraduates, and 32 are postgraduates. Regarding professional experience, 107 have less than 1 year, 207 have 1-5 years, 160 have 6-10 years, 99 have 11-15 years, and 131 have more than 16 years of experience.

DATA ANALYSIS and RESULTS

Statistical Analysis of Variables

The results of the t-test and ANOVA analysis examining whether there are differences in participants' subjective well-being variables based on their demographic characteristics are presented in the table below.

Table 4. *Difference analysis results between variables and demographic characteristics*

Type	Demographic Characteristics	Test	Variables			
			M.Envy	B.Envy	Competence	Commitment
Public Schools	Gender	t	,715	-,2304	,2170	,952
		p	,475	,022	,030	,341
	Marital Status	t	1,701	1,765	-1,198	-4,122
		p	,089	,006	,231	,001
	Education Status	F	1,930	5,950	2,586	2,645
		p	,123	,001	,052	,048
	Age	F	1,906	2,145	3,684	12,292
		p	,091	,058	,003	,001
	Working Time	F	17,860	16,557	10,836	14,585
		p	,001	,001	,001	,001
Private	Gender	t	,181	-,203	-1,093	,949
		p	,856	,839	,275	,343
	Marital Status	t	2,173	1,470	-1,538	15,463

		p	0,30	,142	,125	,001
	Education Status	F	1,654	23,419	5,572	1,331
		p	,129	,001	,001	,254
	Age	F	1,296	1,585	3,596	4,804
		p	,264	,162	,003	,001
	Working Time	F	17,406	17,427	8,980	6,315
		p	,001	,001	,001	,001

According to the findings, there is a significant difference according to the marital status of the participants working in public schools. Single people (3,731) have a lower mean level of commitment than married people (3,924). In terms of educational level, malicious envy shows a decreasing distribution as the educational level increases (Bachelor's degree: 3,236; Master's degree: 2,795). There is no significant difference between benign envy and malicious envy according to age. However, feelings of competence and commitment show a significantly increasing average tendency as age increases.

Regarding private schools, gender status does not create a significant difference. Marital status can create a significant difference. Accordingly, it is possible to say that singles have a lower average sense of commitment than married people. Malicious envy has a decreasing average as the level of education increases. In addition, as the level of education increases, the sense of competence can reveal a significant difference with an increasing average. In addition, as age increases, there is a significant difference in competence and commitment at an average level. As the working hours increase, the level of benign envy and malicious envy decreases. However, competence and commitment can reveal a significant difference at an increasing level.

As a result, "H₁ There is a difference in the effect of benign envy and malicious envy on subjective well-being according to demographic characteristics" hypothesis is supported.

Correlations Between Variables

The results of the correlation analysis of subjective well-being variables with benign envy and malicious envy are as follows.

Table 5. Correlation analysis between variables (pearson correlation)

Variables		Public Schools	p	Private Schools	p
B.Envy	↔ M.Envy	,894**	,000	,847**	,000
B.Envy	↔ Competence	,073*	,043	,040	,291
B.Envy	↔ Commitment	-,093*	,010	-,084*	,026
M.Envy	↔ Competence	,060	,096	,037	,332
M.Envy	↔ Commitment	-,127**	,000	-,117**	,002
Commitment	↔ Competence	,398**	,000	,394**	,000

** . Correlation is significant at the 0.01 level (2-tailed); * . Correlation is significant at the 0.05 level (2-tailed).

According to the data obtained from the participants working in public schools for the variables within the scope of the research, there is a highly positive and significant relationship between the sub-dimensions of benign envy and malicious envy at the level of $r=,894$. There is also a significant positive relationship between the sub-dimensions of the subjective well-being variable at the level of $r=,398$. It was concluded that there is a very low positive relationship ($r=,073$) between benign envy and competence. It was concluded that benign envy and commitment have a low negative relationship ($r=-,093$). In addition, while there was no relationship between malicious envy and competence, there was a low negative relationship with commitment ($r=-,127$). According to the data obtained from the participants working in private schools, there is a highly positive and significant relationship between the sub-dimensions of benign envy and malicious envy at the level of $r=,847$. There is a moderate positive significant relationship between the sub-dimensions of the subjective well-being variable at the level of $r=,394$. It was concluded that there was no significant relationship ($r=,040$) between benign envy and competence. Benign envy and commitment have a low negative relationship ($r=-,084$). In addition, while there is no relationship between malicious envy and competence, there is a low negative

relationship with commitment ($r=-,117$). These results support the relational elements expressed in the literature. These results also indicate that when there is an increase in benign and malicious envy, subjective well-being will decrease.

Regressions Between Variables

The results of the regression analysis of subjective well-being variables with benign envy and malicious envy are as follows.

Table 6. *Regression analysis between variables*

Public Schools	Model		ANOVA ^a	Coefficients ^a		p
	R	R ²	F	Beta (β)	t	
B.Envy Commitment	,120 ^a	,014	5,106	,052	,734	,463
M.Envy Commitment				-,160	-2,276	,023
B.Envy Competence	,040 ^a	,002	,567	,031	,440	,660
M.Envy Competence				,010	,143	,886
Private Schools	Model		ANOVA ^a	Coefficients ^a		p
	R	R ²	F	Beta (β)	t	
B.Envy Commitment	,136 ^a	,018	7,093	,104	1,294	,196
M.Envy Commitment				-,220	-2,742	,006
B.Envy Competence	,074 ^a	,006	2,099	,096	1,191	,234
M.Envy Competence				-,026	-,318	,751

a.Predictors (Contant): benign envy and malicious envy; Dependent Variable: Subjective Well-Being

In the literature, Irk & Gürses (2024) concluded that there is a negative and significant relationship between subjective well-being and benign envy and malicious envy (Irk & Gürses, 2024). However, according to the data obtained from the participants working in public and private schools, it was concluded that there was no interaction between the sub-dimensions of benign envy and malicious envy, which constitute the research variables, and the sub-dimensions of subjective well-being. In other words, it was concluded that when there is an increase in benign envy and malicious envy feelings, there will be no effect on subjective well-being.

As a result, “H₄ There is a difference in the effect of benign envy and malicious envy on subjective well-being according to public and private institutions” hypotheses are not supported.

CONCLUSION and DISCUSSION

People try to develop behavioral patterns according to their mental and emotional evaluations. According to their behavior patterns and the behavior patterns of others, a positive or negative state of happiness may emerge in the thoughts and emotions of the individual. Along with benign envy and malicious envy, the concepts of subjective well-being are among the concepts that have emerged in this direction. The concept of subjective well-being is among the concepts that focus on the personal development of individuals and aim to achieve a better standard of living. On the other hand, benign envy and malicious envy are considered concepts that can negatively affect an individual's ability to achieve subjective well-being. While malicious envy is considered the feeling of not wanting other individuals to have the aspects that the individual lacks, it is accepted that envy, which is often compared with malicious envy, can be an element that can benefit the individual at a controllable level of benign envy.

This study investigated the relationships between feelings of benign and malicious envy and subjective well-being. In addition, it was examined whether demographic characteristics and the status of working in public and private institutions make a difference in the relationship between the concepts. The results of the research can be listed as follows:

- ✓ There is a high level of positive relationship between benign envy and malicious envy.
- ✓ A moderate positive relationship between commitment and competence constitutes subjective well-being.

✓ Malicious envy has nothing to do with competence but has an inverse relationship with commitment.

✓ Benign envy is positively related to competence, but there is an inverse relationship with commitment.

✓ The relationship between the concepts generally indicates that an increase in benign envy and malicious envy and a decrease in subjective well-being may be related. However, there is no interaction between feelings of benign envy and malicious envy and subjective well-being.

✓ Married people attach more importance to the sense of commitment than single people.

✓ As the level of education increases, the feeling of malicious envy may decrease.

✓ Benign envy and malicious envy do not differ according to the individual's age.

✓ As individuals get older, they attach more importance to feelings of competence and commitment.

✓ As working hours increase, the benign and malicious envy levels decrease.

✓ The longer you work, the more competence and sense of commitment are important.

The study's results have the following practical and theoretical implications for managers and businesses. Subjective well-being is an element that can enable individuals to be happier, as it emerges with the evaluation of their life conditions. Therefore, organizational support for employees' goals and expectations can also contribute to more productive work results.

It should not be forgotten that positive results related to subjective well-being, individual development, and happiness can positively reflect on other individuals. Therefore, supporting subjective well-being among employees may also contribute to forming common synergy in the work environment. In this regard, guiding employees by considering their individual and group goals may contribute to the emergence of a more productive working environment. It is recommended that managers support employees in this direction.

Benign envy and malicious envy are emotions that can be considered normal in every human being. The important thing is to be able to control these emotions in a way that does not harm either the individual or other individuals. The feeling of envy arises especially due to the deficiencies that the individual feels in himself/herself. However, the feeling of envy may be related to the state of not being able to achieve something more beautiful rather than a deficiency. For this reason, it can be transformed into a positive state and can positively affect the competition that will provide individual contribution, especially in the working environment. However, the most important task here falls to managers.

Benign envy and malicious envy can be influenced by many factors, such as the individual's past life, past experiences, educational level, or social environment. However, in such emotions, the individual's internal reasoning and evaluation processes may be more useful than external intervention. In this context, providing employees with supportive environments and opportunities for personal development and subjective well-being is important. This situation indicates that it may be more effective for managers to adopt an individual-based approach.

The concept of envy, which goes beyond jealousy, tries to explain the feelings of not wanting other individuals to have better things and being uncomfortable if they have better things. The important thing is to determine why the feeling of envy may arise. Here, questions need to be answered as to whether the feeling of envy is due to individual characteristics or to the attraction of the joy or phenomenon that is envied. However, if the feeling of jealousy, which we can call short-term envy, is temporary, this is usually due to the feeling of not having the object or phenomenon. The concept of envy can also explain this situation. However, in the case of envy, the predominant desire to lose what the other party has achieved may indicate a long-term disorder.

Finally, it will be important to introduce communication channels to support employee cooperation and increase individual and group interaction. A fair approach to employees at the

organizational level is also important. It should not be forgotten that creating a supportive competitive environment instead of a destructive competitive environment, encouraging employees' achievements, and satisfying them with reward systems can also contribute to feelings of envy and subjective well-being.

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