

## Research Article

# The Role of Social Support as a Predictor of Teacher's Subjective Well-being

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## Abstract.

This study aims to examine the role of social support as a predictor of subjective well-being in teachers. Participants in this study were 138 teachers (37 male and 101 female; 31 civil servants and 107 private/honorary teachers). SWB was measured with the Scale of Positive and Negative Experiences (SPANE) which measures the cognitive dimension including positive affect and negative affect and the Satisfaction with Life Scale (SWLS) which measures the affective dimension of SWB. Social support was measured with R-MSPSS which measures the perception of social support received, which comes from the principal, colleagues, family, and friends. The results of descriptive analysis showed that most of the participants' SWB was at a moderate level, both measured overall and in terms of each dimension ( $n_{swb}=95$  (68.1%);  $n_{positive}=98$  (68.8%);  $n_{negative}=93$  (67.4%);  $n_{satisfaction}=93$  (67.4%)). Hypothesis testing was done with regression analysis and it was found that social support acts as a predictor of teacher SWB ( $R=0.199$ ;  $R^2=0.0395$ ;  $F=5.59$ ;  $p=0.019$ ). The results of the analysis per dimension of social support show that only support from family has a significant role as a predictor of SWB ( $p=0.002$ ). This is possible because most of the participants are female so when teachers feel they get social support from their families, it can reduce stress levels, both from work and dual role conflict, thus affecting SWB.

**Keywords:** social support, subjective well-being, teacher

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## 1. Introduction

The essential role of teachers in the teaching and learning process in the classroom cannot be overstated, even in the context of student-centered learning. There are additional responsibilities that teachers are responsible for in addition to instructing learners. These responsibilities include the creation of learning toolkit materials and the fulfilment of other administrative requirements. As a result of heavy workloads and stress, teachers may experience a decline in their subjective well-being (1). There are times when the high demands and workload of teaching are not adequately compensated for by acceptable pay, and this is especially true for honorary teachers. The stress that teachers experience can be caused by a variety of factors, including poor incomes, hard workloads, and inadequate infrastructures (2). It is possible for teachers



to experience burnout as a result of a high workload (3). Additionally, the setting in which they work can also have an effect on burnout (4). The opposite of this is that burnout can have an effect on one's well-being (5).

Happiness and subjective well-being (SWB) are commonly linked. One kind of well-being is SWB, and SWB include happiness (6). SWB is conceptualized as an individual's assessment of happiness and life satisfaction including affective and cognitive dimensions (7–9). While the cognitive evaluation focuses on the person's assessment of life satisfaction, the affective component evaluation examines both the positive and negative effects of emotions. By highlighting the existence of positive and absence of negative affect, these aspects contribute to an overall perception of well-being. It is essential to pay attention to the SWB of instructors because it has the potential to influence elements like as their physical health (10), their performance at work, and other aspects that are indicative of success (11).

There are many factors that can affect subjective well-being such as money or salary, job satisfaction (12), work environment (4), and social support (13).

Examining the variables that affect teacher SWB is of interest to researchers. Thus, the purpose of this study is to examine how social support affects teacher SWB. It is anticipated that this research will help teachers overcome the challenge of social anxiety by utilizing the resources offered by their families, colleagues, schools, and other institutions.

## 2. Literature Review

Subjective well-being (SWB) and happiness are terms that are frequently used interchangeably. Diener & Scollon (6) (2014) consider that SWB is part of happiness. SWB is defined as an individual's subjective evaluation of their life (14) (Diener et al., 2003). The evaluation includes cognitive and affective evaluations. Cognitive evaluation includes an assessment of individual satisfaction with their life, while affective evaluation includes an individual's assessment of the positive and negative feelings they feel.

### a. Cognitive dimension

This dimension is an individual's cognitive judgment about his life satisfaction (Diener, 2009). Campbell, Converse and Rodgers (8)(in Diener, 1984) added that this cognitive dimension is a perceived gap between individual desires and the reality of their achievements. This evaluation includes the feelings of satisfaction and peace that individuals

feel towards the life they live. The affective dimension of SWB is measured using the Scale of Positive and Negative Experience (SPANE) to measure individual positive and negative affect (15) (Kushlev et al., 2017).

b. Affective dimension

The affective dimension is the central dimension in SWB. This dimension includes an evaluation of the positive affect and negative affect felt by the individual. Individuals will tend to react with positive affect when they get things that are considered pleasant. Conversely, they will react with negative affect to things that are considered bad and distressing (14)(Diener et al., 2003). Snyder et al (2007) added that positive effects include symptom enthusiasm, cheerfulness, and happiness of life. While negative affect includes unpleasant feelings. Diener, Emmons, Larsen, and Griffin (8)(in Diener 1984) use the Satisfaction with Life Scale (SWLS) to measure the cognitive dimension of SWB. This scale measures general life satisfaction and can be applied at all age levels.

### 3. Method

This study uses a quantitative approach with a correlational method with regression analysis to see the role of social support on teacher SWB. Participants' SWB was measured using two instruments, the Scale of Positive and Negative Experience (SPANE) and the Satisfaction with Life Scale (SWLS) adapted in Indonesian version (16).

The researcher used the Scale of Positive and Negative Experience (SPANE) which has been translated into Indonesian to evaluate positive and negative affect. This scale consists of 12 statements, 6 of which indicate positive affect and the rest are negative affect. Participants were asked to evaluate their feelings over the past month and then rate how often they experienced those feelings from 1 to 5. 1 indicates that the feeling is very rarely/almost never experienced, while a 5 indicates that the feeling is experienced very often.

The Satisfaction with Life Scale (SWLS) was used to measure participants' life satisfaction. This scale consists of 5 statements and has been translated into Indonesian. Participants were asked to evaluate their level of agreement with each statement using a number from 1 to 7. A number 1 means strongly disagreeing with the statement, whereas a number 7 means strongly agreeing with the statement. Social Support

Social support was measured using the Revised-Multidimensional Scale of Perceived Social Support which has been adapted into Indonesian (17). This scale measures

teachers' perceptions of the social support they receive from 4 aspects, namely the principal, fellow teachers, family, and friends. This scale consists of 16 items where each aspect is represented by 4 items with a reliability value of each dimension and scale above 0.7 and the results of the CFA test on 4 factors show good fit criteria (CFI>0.95; TLI>0.95; GFI>0.95; RMSEA <0.08; SRMR <0.08).

## 4. Result and Discussion

Participants in this study were 138 teachers (37 men and 101 women) with an age range of 18 - 58 years (average 38.138). Table 1 shows the detailed demographic data of the participants. 31 participant were civil servant teacher and the rest are privat or honorary teacher.

TABLE 1: Characteristics of Participants.

Variable	Frequency	
	n	(%)
<b>Gender</b>		
Male	37	27
Female	101	73
<b>Status</b>		
Civil servant	31	22
Privat/honorary	107	78

The results of descriptive analysis showed that most of the participants' SWB was at a moderate level, both measured overall as in Table 2 and in terms of each dimension ( $n_{sub}=95$  (68.1%);  $n_{positive}=98$  (68.8%);  $n_{negative}=93$  (67.4%);  $n_{satisfaction}=93$  (67.4%)) as showed in Table 3.

TABLE 2: SWB among Teachers.

Categories	n	%
Low	22	15,9
Moderate	95	68,8
High	21	15,2

22 participants (15.9%) had SWB in the low category, 95 in the moderate category (68.8%), and 21 others (15.2%) were in the high category.

Based on perceptions of social support received from principals, colleagues, family, and friends are described in detail in table 4

TABLE 3: Teachers SWB.

Categories	Positive Affect		Negative Affect		Satisfaction of Life	
	n	%	n	%	n	%
Low	18	13,0	23	16,7	24	17,4
Moderate	98	68,1	93	67,4	93	67,4
High	26	18,8	22	15,9	21	15,2

TABLE 4: Perceived Social Support among Teacher.

Categories	Social Support		Principal		Colleagues		Family		Friend	
	n	%	n	%	n	%	n	%	n	%
Low	23	16,7	25	18,1	25	18,1	22	15,9	21	15,2
Moderate	82	59,4	86	62,3	80	58,0	75	54,3	89	64,5
High	33	23,9	27	19,6	33	23,9	41	29,7	28	20,3

When a teacher receives social support from the environment, it will have an impact on their SWB. this is likely related to Interpersonal factors affecting teacher SWB (1).

TABLE 5: The Role of Dimensions of Social Support in SWB.

Predictor	R	R <sup>2</sup>	Adjusted R square	F	Sig.
Social Support	0,199	0,0395	0,0324	5,59	0,019

Additional analyses were conducted to examine the relationship of each dimension of social support to SWB, only social support from family plays a role as a predictor of teacher SWB as showed in table 6. This is possible because most participants are women so that support from the family will strengthen themselves in carrying out their duties as teachers, both in terms of teaching and completing other tasks.

TABLE 6: The Dimension of Social Support on SWB.

Predictor	Estimate	SE	t	p	Stand. Estimate
Intercept	72.599	10.911	6.654	< .001	
Colleagues	-0.988	0.689	-1.434	0.154	-0.1744
Family	-1.629	0.504	-3.235	0.002	-0.3397
Friend	0.469	0.590	0.794	0.428	0.0791
Principal	1.073	0.585	1.833	0.069	0.2051

Social support received by teachers, especially women, can reduce the tendency of conflict experienced, related to roles in the family and school. Teachers' SWB may be impacted by the social support they receive from their families since it can help them

cope with stress and handle pressure (18). There were no differences in gender and employment status in influencing teachers' SWB.

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