



Self-Efficacy and Perceived Social Support as Predictors of Subjective Well-Being Among Teachers in an Islamic School Foundation in Gresik

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ABSTRACT

Objective: This study aimed to examine the contributions of self-efficacy (SE) and perceived social support (PSS) in predicting subjective well-being (SWB) among teachers across early childhood (KB-TK), primary (SD), and lower secondary (SMP) levels at an Islamic educational foundation in Gresik, Indonesia. It addresses the gap in research on teacher well-being across multiple school levels within a single foundation. **Method:** A quantitative correlational design was applied. From 242 active teachers, 202 respondents were selected via saturated sampling. Data were collected using standardized instruments: Teacher Subjective Well-Being Questionnaire (TSWQ), Teacher Sense of Efficacy Scale (TSES), and Multidimensional Scale of Perceived Social Support (MSPSS). Analyses included descriptive statistics, assumption tests (normality, multicollinearity), and multiple linear regression to assess both simultaneous and partial effects. **Results:** SE and PSS simultaneously predicted SWB significantly ($R = 0.719$, $R^2 = 0.516$, $F(2,199) = 106.2$, $p < 0.001$). Individually, SE ($\beta = 0.526$, $t = 9.269$, $p < 0.001$) had a stronger effect than PSS ($\beta = 0.293$, $t = 5.166$, $p < 0.001$). A one-way ANOVA further indicated no significant differences in SWB across educational levels ($p > 0.05$). The findings suggest that teachers' SWB remains relatively consistent across school levels. **Novelty:** This study contributes to the literature by demonstrating that teachers' subjective well-being is more strongly shaped by internal psychological resources and perceived social support than by differences in educational level. Despite variations in school level, no significant differences in well-being were found, highlighting the role of a shared organizational context in producing relatively uniform well-being across teachers.

INTRODUCTION

Education is a fundamental right of every citizen, as guaranteed by the 1945 Constitution of the Republic of Indonesia and further emphasized in Law Number 20 of 2003 concerning the National Education System. Over time, the education system in Indonesia has undergone continuous transformation, particularly through curriculum reforms driven by social, political, and technological developments (Herman et al., 2023). While these reforms aim to enhance the quality of education, they also present significant challenges for educators.

In recent years, rapid curriculum changes have generated diverse responses among teachers. Recent evidence suggests that teachers experience confusion, fatigue, and psychological pressure due to the high demands for adaptation and the limited time available to fully comprehend new curriculum frameworks. In addition, increasing administrative burdens and the need to acquire new competencies further exacerbate these challenges. Such conditions indicate the presence of psychological strain that may adversely affect teachers' subjective well-being.

This phenomenon is also evident among teachers at an Islamic educational foundation in Gresik. Preliminary findings indicate that approximately 67% of teachers reported an increased workload following the implementation of the new curriculum,



particularly due to the demand for acquiring new skills such as programming and artificial intelligence. Furthermore, 56% of teachers reported low confidence in implementing the curriculum, while others continued to demonstrate enthusiasm. These findings reflect variations in teachers' psychological conditions in responding to educational changes, which may, in turn, influence their subjective well-being.

Subjective well-being refers to individuals' evaluations of their lives, encompassing life satisfaction, positive affect, and negative affect (Diener, 1984). Recent research further emphasizes that subjective well-being is a multidimensional and context-dependent construct, particularly relevant in occupational settings such as education (Diener et al., 2018; Hascher & Waber, 2021). In the educational context, teachers' subjective well-being represents an optimal state in performing their professional roles, including confidence in teaching and perceived social support within the workplace (Renshaw et al., 2015). Empirical studies have also shown that teachers with higher subjective well-being demonstrate better instructional effectiveness and classroom management (Hascher & Waber, 2021). Therefore, subjective well-being is a critical factor in supporting the quality of teaching and learning processes.

Various factors have been identified as influencing subjective well-being, including self-efficacy and perceived social support. Self-efficacy refers to individuals' beliefs in their capabilities to perform specific tasks (Bandura, 1978) and more recent findings confirm that teacher self-efficacy is strongly associated with resilience, job satisfaction, and reduced burnout (Zee & Koomen, 2016), whereas perceived social support refers to individuals' perceptions of the support they receive from their social environment (Zimet et al., 1988). Recent studies indicate that support from colleagues and school leadership plays a crucial role in buffering work-related stress and enhancing teacher well-being (Liu et al., 2021). Bandura (1978) posits that low self-efficacy leads individuals to disengage when confronted with challenging tasks. Among teachers, this is reflected in the perception that instructional and administrative responsibilities are overly burdensome. According to (Cohen, 1985), a lack of social support increases vulnerability to stress. This buffering effect has been consistently supported in more recent empirical research, highlighting the protective role of social support against psychological strain (Liu et al., 2021). These factors have consistently been shown to make significant contributions to individuals' psychological well-being.

Previous studies have demonstrated the important roles of self-efficacy and perceived social support in enhancing subjective well-being across populations. Research involving teachers in various countries has found that self-efficacy significantly contributes to well-being, both as a predictor and as a mediator in relation to other variables (Liang et al., 2022; Ortan et al., 2021; García-Lázaro et al., (2022); Lu et al., 2024). Similarly, perceived social support has been shown to have a positive relationship with subjective well-being across diverse populations (Hidalgo-Fuentes et al., 2024; Hamama, 2024; Yang et al., 2023; Solmaz, 2025). In the Indonesian context, existing studies remain limited to general populations or specific conditions, such as teachers during the pandemic or employees (Qisthy et al., 2023; Sulaiman & Wulandari, 2025), and have also identified mediating and moderating roles among self-efficacy, perceived social support, and subjective well-being (Fu et al., 2022; Deitcher & Alon, 2025).

However, prior research has predominantly been conducted in general or special education contexts, with limited attention given to teachers in Islamic school settings, particularly across different educational levels from early childhood to secondary



education (KB-SMP). Islamic schools exhibit unique characteristics, including the integration of religious values, expectations regarding teachers' moral and spiritual roles, and distinct institutional demands compared to general schools. These contextual differences may influence teachers' subjective well-being.

In addition, previous studies have largely examined teachers' well-being within single educational levels, with limited comparative analysis across multiple school levels within the same institutional context. As a result, it remains unclear whether differences in educational level contribute meaningfully to variations in teachers' subjective well-being, or whether well-being is more strongly shaped by psychological and social factors such as self-efficacy and perceived social support.

Therefore, this study aims to examine the roles of self-efficacy and perceived social support as predictors of subjective well-being among teachers at an Islamic educational foundation in Gresik. Specifically, this study investigates the extent to which self-efficacy and perceived social support contribute to teachers' subjective well-being, examines which of these variables plays a more dominant role, and explores whether subjective well-being differs across educational levels (early childhood, primary, and lower secondary). By addressing these aspects, this study seeks to provide a more comprehensive understanding of teacher well-being by integrating individual and social factors within a multi-level educational context.

RESEARCH METHOD

The population of this study consisted of all active teachers working at an Islamic educational foundation in Gresik, East Java, Indonesia. The total population are $N=242$ teachers distributed across several school units under the foundation. This study employed a saturated sampling technique (total sampling), in which all members of the population were included as research participants. Of the total participants, 40 respondents were used for instrument try-out purposes; thus, a total of 202 respondents were included in the hypothesis testing, covering early childhood to junior secondary education levels, including Early Childhood Education ($n=69$), Primary School ($n=80$), Lower Secondary School ($n=53$).

Data collection was conducted using a structured questionnaire distributed across different school levels, including early childhood, primary, and lower secondary education units. This study adhered to ethical research standards. Prior to data collection, participants were informed about the objectives of the study and their rights as respondents. Informed consent was obtained from all participants, and participation was entirely voluntary. The anonymity and confidentiality of respondents were strictly maintained, and the data were used solely for research purposes.

The data collection process was conducted in several stages. First, formal permission was obtained from the foundation and school management. Second, coordinators at each educational level were contacted to assist in distributing the questionnaire. Third, participants were provided with information regarding the study objectives along with standardized instructions for completing the questionnaire. The survey was administered using an online platform, and participants completed the questionnaire within a specified time frame. Finally, responses were collected and screened for completeness prior to analysis. The same data collection procedure was applied across all school levels to ensure consistency in the responses.

To minimize respondent bias, several measures were implemented. Participants were assured of anonymity and confidentiality to reduce social desirability bias. In addition, clear and standardized instructions were provided to ensure consistent understanding of the questionnaire items. Respondents were also informed that there were no right or wrong answers, encouraging them to provide honest responses.

This study adopted a quantitative approach, as it aimed to examine the relationships among variables in a measurable manner. Specifically, a correlational research design was employed to investigate the relationships between two independent variables – self-efficacy and perceived social support and one dependent variable, subjective well-being.

Subjective well-being, as the dependent variable (Y), was measured using the Teacher Subjective Well-Being Questionnaire (TSWQ) developed by Renshaw et al., (2015). The TSWQ consists of 8 items rated on a 4-point Likert scale and is divided into two main dimensions: Teaching Efficacy and School Connectedness ($\alpha = 0.774$).

Self-efficacy, as the first independent variable (X1), was measured using the 12-item short form of the Teacher Sense of Efficacy Scale (TSES), developed by Tschannen-Moran & Hoy, (2001), employing a 5-point Likert scale. This instrument assesses three dimensions of teacher efficacy: student engagement, instructional strategies, and classroom management ($\alpha = 0.913$).

Perceived social support, as the second independent variable (X2), was measured using the Multidimensional Scale of Perceived Social Support (MSPSS) developed by Zimet et al., (1988). The MSPSS consists of 12 items rated on a 5-point Likert scale and measures three dimensions: significant others, family, and friends ($\alpha = 0.853$).

Instrument validity was assessed empirically using the Pearson Product-Moment correlation technique. All items were found to be valid, with correlation coefficients ranging from 0.478 to 0.800. Reliability testing was conducted using Cronbach's Alpha, and all variables were found to be reliable, with α values exceeding 0.60.

Data analysis was conducted using JASP software (version 0.9.5.1). The analytical procedure was carried out in several stages, beginning with descriptive analysis, followed by classical assumption tests, including the Kolmogorov-Smirnov test for normality and multicollinearity diagnostics. Subsequently, hypothesis testing was performed using multiple linear regression analysis, including the F-test, t-test, and the coefficient of determination (R^2).

RESULTS AND DISCUSSION

Results

Descriptive Statistic

Descriptive statistical analysis was employed to provide a general overview of the data characteristics, including the mean, standard deviation, as well as the minimum and maximum values for each variable under study. The results of the descriptive analysis for subjective well-being, self-efficacy, and perceived social support are presented in Table 1.

Table 1. Descriptive Statistics.

Variables	Mean	SD	Min	Max
Subjective Well-being	3.233	0.428	2.125	4.000
Self-Efficacy	3.980	0.532	2.917	5.000
Perceived Social Support	4.051	0.583	1.333	5.000

Based on Table 1, perceived social support had the highest mean score (M = 4.051, SD = 0.583), followed by self-efficacy (M = 3.980, SD = 0.532), indicating generally high levels among teachers. Subjective well-being showed a slightly lower mean (M = 3.233, SD = 0.428), although it remained within a moderate to high range.

The standard deviation values indicate moderate variability across all variables, suggesting individual differences among teachers. Overall, these findings provide a general overview of the data and indicate the potential role of self-efficacy and perceived social support in influencing subjective well-being.

Analysis by School Level

To examine differences in subjective well-being across educational levels, a one-way ANOVA was conducted among three groups: early childhood (KB-TK), primary (SD), and lower secondary (SMP).

Table 2. Descriptive Statistics of Subjective Well-Being by School Level

School Level	N	Mean	SD
Early Childhood (KB-TK)	69	3.527	0.467
Primary (SD)	80	3.208	0.419
Lower Secondary (SMP)	53	3.241	0.391

Descriptive statistics (Table 2) show that teachers in early childhood education (KB-TK) reported the highest mean level of subjective well-being (M = 3.257, SD = 0.467), followed by lower secondary school teachers (M = 3.241, SD = 0.391), and primary school teachers (M = 3.208, SD = 0.419).

Table 3. One-Way ANOVA Results

Source	dF	F	p	η^2
Between Groups	2	0.256	0.774	0.003
Within Groups	199			

The results of the one-way ANOVA (Table 3) indicated that there was no significant difference in subjective well-being across the three educational levels ($F(2, 199) = 0.256, p = .774, \eta^2 = 0.003$). These findings suggest that subjective well-being tends to be relatively consistent across educational levels, with only minimal variation observed.

Correlation Matrix

Table 4. Pearson Correlation Matrix

Variables	p-value	Tolerance	VIF
Subjective Well-being	1		
Self-Efficacy	0.672*	1	
Perceived Social Support	0.555*	0.496*	1

*p < .001

Pearson correlation analysis revealed that all variables were positively and significantly associated with each other. Self-efficacy showed a strong positive correlation with subjective well-being ($r = 0.672, p < .001$), indicating that higher levels of self-efficacy are associated with higher levels of well-being. Perceived social support was also positively

correlated with subjective well-being ($r = 0.555$, $p < .001$), although the strength of the relationship was comparatively lower. In addition, self-efficacy and perceived social support were moderately correlated ($r = 0.496$, $p < .001$), suggesting that both variables are related but represent distinct constructs.

Classical Assumption Test

Classical assumption tests were conducted as prerequisites for multiple linear regression analysis. These included a normality test to assess whether the data were normally distributed and a multicollinearity test to ensure the absence of high correlations among the independent variables.

Table 5. Normality Test (Kolmogorov-Smirnov).

Variables	p-value
Subjective Well-being	0.73
Self-Efficacy	0.112
Perceived Social Support	0.244

Based on the Kolmogorov–Smirnov normality test (Table 2), all variables showed p-values greater than 0.05, indicating that the data for subjective well-being, self-efficacy, and perceived social support were normally distributed. Therefore, the normality assumption was satisfied.

Table 6. Multicollinearity Test.

Variables	p-value	Tolerance	VIF
Self-Efficacy	<0.001	0.754	1.372
Perceived Social Support	<0.001	0.754	1.372

Based on the multicollinearity test results (Table 3), all independent variables showed tolerance values greater than 0.10 and VIF values below 10. These findings indicate that there is no multicollinearity issue between self-efficacy and perceived social support. Therefore, both variables can be included simultaneously in the multiple regression analysis without causing bias due to high intercorrelations.

Hypothesis Testing

To test the research hypotheses, multiple linear regression analysis was conducted. This analysis included the coefficient of determination (R^2), the F-test to evaluate the overall model significance, and the t-test to assess the significance of individual predictors.

Table 7. Results of Multiple Linear Regression Analysis.

Predictor	B	SE	β	t	p-value
Constant	0.678	0.177	–	3.823	<0.001
Self-Efficacy	0.432	0.046	0.526	9.269	<0.001
Perceived Social Support	0.215	0.042	0.293	5.166	<0.001

Model Summary: $R = 0.719$, $R^2 = 0.516$, Adjusted $R^2 = 0.511$, $F = 106.2$, $p < .001$

Multiple linear regression analysis was performed to examine the effects of self-efficacy and perceived social support on subjective well-being. The overall regression model was statistically significant ($F = 106.2$, $p < .001$), explaining 51.6% of the variance in subjective well-being ($R^2 = 0.516$; Adjusted $R^2 = 0.511$).

Individually, self-efficacy was found to have a significant positive effect on subjective well-being ($\beta = 0.526$, $t = 9.269$, $p < .001$). This indicates that higher levels of self-efficacy are associated with higher subjective well-being.

Similarly, perceived social support also demonstrated a significant positive effect on subjective well-being ($\beta = 0.293$, $t = 5.166$, $p < .001$). Comparatively, self-efficacy showed a stronger contribution to subjective well-being than perceived social support, as indicated by its higher standardized coefficient (β). Thus, all proposed hypotheses were supported.

Discussion

Simultaneous Effects of Self-Efficacy and Perceived Social Support

The findings indicate that self-efficacy and perceived social support simultaneously have a significant effect on teachers' subjective well-being ($R^2 = 0.516$, $p < .001$), suggesting that well-being is shaped by the integration of internal and external resources. This result supports the conceptualization of subjective well-being as a multidimensional construct. As proposed by Renshaw et al. (2015), teachers' well-being encompasses both a sense of instructional competence and connectedness to the school environment, which are closely related to self-efficacy and perceived social support. Therefore, the strong combined effect observed in this study reflects the complementary roles of these two resources in fostering teachers' well-being. This finding extends previous research by demonstrating that the interaction between internal and external resources remains robust within a specific institutional context, namely Islamic educational settings, which have received relatively limited empirical attention.

Effect of Self-Efficacy

Self-efficacy emerged as the strongest predictor of subjective well-being ($\beta = 0.526$, $p < .001$). This finding is consistent with Bandura (1978), who emphasized that individuals with high self-efficacy tend to demonstrate greater confidence, persistence, and resilience when facing challenges. In the teaching context, such beliefs enable teachers to manage instructional demands more effectively, thereby enhancing their sense of competence and overall well-being. This finding is also consistent with more recent empirical studies, which have demonstrated that teacher self-efficacy is a strong predictor of well-being across different educational contexts (e.g., Liang et al., 2022; Ortan et al., 2021). Compared to these studies, the present finding reinforces the robustness of self-efficacy as a central psychological resource, particularly within the context of Islamic educational institutions, which remain underrepresented in the literature.

Effect of Perceived Social Support

Perceived social support also showed a significant positive effect on subjective well-being ($\beta = 0.293$, $p < .001$). In line with Cohen (1985), social support functions as a protective factor that helps individuals cope with stress and maintain emotional stability. Teachers who perceive strong support from their environment are more likely to feel valued and connected, which contributes positively to their psychological well-being. This result is in line with recent findings indicating that perceived social support plays a significant role in enhancing teachers' well-being by reducing stress and promoting a sense of belonging (e.g., Hidalgo-Fuentes et al., 2024; Yang et al., 2023). However, the comparatively weaker effect observed in this study suggests that social support may function more as a buffering factor rather than a primary determinant of well-being.

Comparative Effects

A comparison of the standardized coefficients indicates that self-efficacy has a stronger influence on subjective well-being than perceived social support. This suggests that internal psychological resources may play a more central role in shaping teachers' well-being. Nevertheless, the substantial combined contribution of both variables ($R^2 = 0.516$) highlights that well-being is best understood as the result of an interaction between personal competence and social relationships, as also emphasized by Diener (1984). Thus, rather than functioning independently, self-efficacy and social support operate in a complementary manner in enhancing teachers' well-being. This pattern aligns with prior studies suggesting that internal resources tend to exert a more direct influence on well-being, whereas external resources operate indirectly by supporting coping processes. This highlights the importance of strengthening individual psychological capacities alongside improving social environments in educational settings.

Differences in Subjective Well-Being by School Level

The analysis based on school level revealed no significant differences in subjective well-being among teachers across early childhood, primary, and lower secondary education levels. This finding suggests that teachers' well-being tends to be relatively consistent regardless of the educational level in which they teach.

One possible explanation for this pattern is the shared organizational context of the participants. All teachers in this study are employed within the same educational foundation, which likely provides similar institutional policies, leadership practices, and organizational culture across school levels. Such uniformity may contribute to comparable work experiences and, consequently, relatively similar levels of subjective well-being among teachers.

While previous studies often report variations in teacher well-being across educational levels due to differences in workload and student characteristics, the absence of such differences in this study highlights the potential influence of organizational context. This finding suggests that institutional consistency may play a more significant role than structural differences between school levels.

CONCLUSION

Fundamental Finding : This study demonstrates that self-efficacy and perceived social support are significant predictors of teachers' subjective well-being, both individually and in combination. Among the two, self-efficacy plays a more prominent role, highlighting the importance of internal psychological resources in shaping teachers' well-being. At the same time, perceived social support contributes meaningfully, indicating that well-being is strengthened through the interaction of personal competence and supportive social environments. Furthermore, the findings also reveal that subjective well-being does not significantly differ across educational levels (early childhood, primary, and lower secondary). This suggests that teachers' well-being tends to be relatively consistent across school contexts, providing empirical evidence that differences in teaching level may not necessarily lead to differences in well-being. **Implication :** These findings underscore the importance of strengthening both individual and contextual resources to enhance teachers' well-being. Efforts may focus on developing teachers' self-efficacy through continuous professional development and reflective practice, while also fostering supportive school environments through mentoring systems, collegial

collaboration, and institutional recognition. Such integrated approaches may help create sustainable improvements in teachers' well-being. **Limitation** : This study has several limitations. First, the cross-sectional design restricts the ability to draw causal conclusions or examine changes over time. Second, the sample is limited to teachers within a single educational foundation, which may reduce the generalizability of the findings across different institutional contexts. Third, the reliance on self-report measures may introduce response biases, including social desirability. Additionally, other potentially relevant factors, such as workload, leadership style, and organizational climate, were not included in the analysis. **Future Research** : Future studies are encouraged to employ longitudinal and mixed-method approaches to better capture the dynamics of teacher well-being over time. Expanding the sample across diverse educational settings and incorporating additional contextual and organizational variables may provide a more comprehensive understanding of the factors influencing teachers' subjective well-being.

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