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The role of perceived social support in prediction of psychological wellbeing in female teachers

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Abstract

Introduction: Psychological wellbeing has been always considered by psychologists in working and scientific environments. Teaching is one of the important jobs that cause severe physical and psychological problems. According to the importance of the subject, the present study determined the role of perceived social support in prediction of psychological wellbeing in female teachers.

Materials and Methods: The present study was descriptive-correlational and its statistical population included all high school female teachers in 3 areas of Kermanshah city in 2015-2016. 200 subjects were selected as sample by cluster sampling method. To collect data, demographic information form, Zimet et al. perceived social support questionnaire and Ryff's psychological wellbeing questionnaire were used. The data obtained on the basis of Pearson correlation coefficient and Regression analysis was analyzed by SPSS-20 software.

Results: The analysis of research data showed that there is a significant relationship between perceived social support and psychological wellbeing in female teachers. Thus, perceived social support can significantly predict psychological wellbeing.

Conclusion: According to the obtained results, it is suggested to consider teaching and methods to increase perceived social support in developing in-service training courses of teachers, students of Farhangian University and volunteers of teaching. Also, the importance of psychological wellbeing must be considered as one of the important and effective factors in society according to the role of teachers and developing human resources and transferring knowledge in education system.

Keywords: Social support, Psychological well-being, Teachers

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Introduction

In today's world, training human resources is the golden key to a stable gate, and the authority and power of any country depends on having knowledgeable, creative, efficient and entrepreneurial human resources. Teachers are one of the professions that have an important and dangerous task in this field, and for this purpose, it is necessary to pay attention to their psychological and physical health, increase the level of general well-being, and ensure their peace and vitality.

Teaching is one of the important professions that causes serious psychological consequences, especially for female teachers who are faced with multiple roles, causing negative effects on them and the students and the educational system. When teachers feel defeated and come to the conclusion that their job is not important and does not make a change in the existing world, they feel helpless and hopeless and their psychological well-being will be threatened (1).

Among the different psychological approaches, in the positivist psychology approach, issues such as the scientific study of optimal human performance, the perception of social support, psychological well-being, positivism, vitality and excellence, and the creation of a virtue-oriented organization are all considered important and This issue focuses on how human life flourishes and how humans reach their potential (2). In this view, psychological well-being is influenced by multiple psycho-social factors, including the perception of social support, which plays a significant role in promoting health and improving performance.

According to Braver (3), perceived social support is focused on a person's cognitive assessment of his environment and the person's level of confidence that help and support will be available if necessary. Perceived social support is a combination of three elements: affection, acknowledgment and help.

Affection means expressing love and affection, acknowledgment means awareness of appropriate behavior and feedback, and assistance means direct assistance, such as financial assistance and helping to do things. In a definition of social support, Sarafino and Smith (4) state that social support can provide a person with a sense of comfort, confidence, belonging and being loved

during times of stress and tension. In Rief's six-factor model of psychological well-being, which is considered one of the most important models in the field of psychological well-being, he considers psychological well-being to be an all-round growth process that has spread throughout life. In this view, well-being means striving for transcendence and development, which is manifested in the realization of one's talents and abilities (5). One of the characteristics of relatively resistant people is having social support. Social support systems can moderate the negative effects of stress on health and mental health (6). Many researches indicate that having good social support leads a person to physical and psychological well-being (7).

In another study, researchers have found the direct and indirect effects of social support on the psychological well-being of working women (8). Considering the crucial role of teachers in the growth, development and progress of the country, it is important to be aware of the relationship between the variables that will be able to have teachers with psychological well-being so that they can fulfill their role properly and Not only for the performance of their duties, but also for improving the performance of the entire organization, to actively participate in solving problems and to increase productivity and initiative, hard work and flexibility.

According to the above, the aim of this study was to determine the role of perceived social support in predicting the psychological well-being of secondary school female teachers in Kermanshah in 2015-2016.

Materials and Methods

The current research is one of the applied researches in terms of purpose, and descriptive and correlational researches in terms of implementation.

The statistical population of this research included 1027 secondary school female teachers in Kermanshah who were teaching different subjects in the academic year of 2015-2016, and according to Morgan's table, 200 of them were selected as a statistical sample. In this research, random cluster sampling method was used to select the desired samples.

Research instruments

A) *The multidimensional Scale of Perceived Social Support*: This scale was created by Zimmet and his colleagues in 1988 to evaluate the subject's perception of the adequacy of social support resources. This test has 12 items that include three sources of family, friends and important people in a person's life and the range of scores will be from 12 to 84. The validity and reliability of this scale has also been reported by Zimmet et al. Cronbach's alpha coefficient of this tool was reported by Birami et al. (6) as 0.72.

B) *Ryff Psychological Well-being Scale*: This questionnaire was created by Carol Riff in 1989 at the University of Wisconsin and revised in 2002. Its original form has 120 items, but in later reviews, shorter forms of 84, 54 and 18 items were proposed. The short version of 18 questions has six subscales (each subscale contains three statements): self-acceptance, positive relationship with others, independence of action, purposeful life, personal growth and mastery of the environment. In this scale, questions 3, 4, 5, 9, 10, 13, 16 and 17) are scored with the reverse method and the rest of the questions with the direct method. A higher score indicates better psychological well-being. In Moradi et al.'s research, the validity of this scale was reported as 0.72 using Cronbach's alpha method.

C) *Questionnaire created by the researcher on demographic characteristics*: In this questionnaire, some information such as age, marital status, education level, field of study,

years of service history, number of working hours during the week were included. In order to carry out the research, after coordinating and obtaining the necessary permission from the Honorable Vice-Chancellor for Research and Protection of Education, and preparing a list of girls' high schools in districts 1-2 and 3 of Kermanshah, a few high schools were randomly selected from each district and among the female teachers of these high schools. A number of them were randomly selected and the questionnaires related to the research were given to the teachers who were willing to cooperate individually and with the necessary explanations, and they were assured that their answers will only be used as research data. And finally, the questionnaires were collected by the researcher after they were completed. To analyze the research data, descriptive statistics including table, frequency, standard deviation, mean, lowest and highest score of perceived social support and psychological well-being were used and to test the research hypotheses, Pearson correlation coefficient and regression analysis were used. For this reason, SPSS-20 software was used.

Results

The statistical sample of the study included 200 high school female teachers in Kermanshah city with age range of 27-52 years, mean age of 42.22 and standard deviation of 5.22. The scores of the social support and psychological well-being were 65.84 ± 12.45 , and 80.50 ± 9.07 , respectively.

Table 1. Results of correlation coefficient between perceived social support and psychological well-being

Variable		Psychological wellbeing	Environmental mastery	Self-acceptance	Positive relation with others	Purpose in life	Personal growth	Autonomy
Perceived social support	correlation coefficient	** .409	** .367	** .409	** .237	-.023	** .338	** .204
	Significance level	.000	.000	.000	.001	.749	.000	.004
	number	200	200	200	200	200	200	200
Family	Correlation coefficient	** .417	** .375	** .383	** .191	.031	** .366	** .222
	Significance level	.000	.000	.000	.007	.660	.000	.002
	number	200	200	200	200	200	200	200

	Correlation coefficient	** .281	** .246	** .300	** .205	-.018	** .224	.078
	Significance level	.000	.000	.000	.004	.795	.001	.275
	number	200	200	200	200	200	200	200
	Correlation coefficient	** .311	** .287	** .325	** .187	-.067	** .247	** .206
	Significance level	.000	.000	.000	.008	.348	.000	.003
	number	200	200	200	200	200	200	200
Friends	correlation coefficient	** .409	** .367	** .409	** .237	-.023	** .338	** .204
	Significance level	.000	.000	.000	.001	.749	.000	.004
	number	200	200	200	200	200	200	200
Important people	Correlation coefficient	** .417	** .375	** .383	** .191	.031	** .366	** .222
	Significance level	.000	.000	.000	.007	.660	.000	.002
	number	200	200	200	200	200	200	200
	Correlation coefficient	** .281	** .246	** .300	** .205	-.018	** .224	.078
	Significance level	.000	.000	.000	.004	.795	.001	.275
	number	200	200	200	200	200	200	200
	Correlation coefficient	** .311	** .287	** .325	** .187	-.067	** .247	** .206
	Significance level	.000	.000	.000	.008	.348	.000	.003
	number	200	200	200	200	200	200	200

In order to test the first hypothesis that there is a relationship between perceived social support and psychological well-being, Pearson's correlation coefficient was used. The results of this test showed that there is a correlation between these two variables ($r= 0.409$), which is significant at the level ($P \geq 0.01$). Considering that the direction of the correlation is positive, we

conclude that with the increase in perceived social support, psychological well-being also increases. There is also a correlation between perceived social support components (family $r= 0.417$, friends $r=0.281$ and important people $r= 0.311$) with psychological well-being, which is significant at the level ($P \geq 0.01$). Considering that the direction of correlation is positive, we

conclude that psychological well-being will also increase by increasing the components of perceived social support. Also, there is a correlation between perceived social support and psychological well-being components, except for purposeful life, which are significant at the level

($P \geq 0.01$). Considering that the direction of the correlation is positive, we conclude that with the increase of the perceived social support, the psychological well-being components also increase, except for the purposeful life.

Table 2. Analysis of variance to predict psychological well-being by perceived social support

Sources of change	SS	df	MS	F	sig	R	R ²	SE
regression	3090.298	3	1030.099	15.192	0.000	.434	.176	8.234
remaining	13289.702	196	67.805					
Total	16380.000	199						

Based on the results of Table 3, the observed F value (15.192) is significant and 17.6 percent of the variance related to psychological well-being is explained by perceived social support. ($R^2 = 0.176$). Considering the significance of the

regression of perceived social support on psychological well-being, the coefficients related to the prediction equation are presented in Table 3.

Table 3. Coefficients of the prediction equation of psychological well-being by the components of perceived social support

Model	Coefficients	Standard error	Standard coefficients	t	P
Constant value	60.322	3.150		19.153	.000
Family	.661	.166	.356	3.987	.000
Friends	.228	.126	.131	1.809	.072
Important people	.018	.162	.010	.114	.910

Table 3 shows the regression coefficients of each of the three predictive variables that only the family variable ($P \geq 0.01$) can significantly explain the variance of the psychological well-being variable. The family effect coefficient ($B = 0.356$) According to the t statistic, it shows that the family component can predict changes related to psychological well-being with 0.99 confidence. This coefficient of influence is positive and its meaning is that if one standard deviation unit is added to the amount of the family component. The value of 0.356 is added to the individual's score in psychological well-being.

Discussion

The purpose of this study was to investigate the relationship between perceived social support and the psychological well-being of female teachers and determine the role of perceived social support in predicting the psychological

well-being of secondary school female teachers. The results showed that there is a significant relationship between perceived social support and psychological well-being, and also perceived social support has the ability to predict psychological well-being in female teachers. The result of the present study with the results obtained by Moradi et al. The multidimensional scale of perceived social support was done, it was consistent and the results showed that this relationship was significant. Also, Sood and Bakhshi (10) also investigated the significance of the relationship between perceived social support and psychological well-being in a sample of 280 Kashmiri immigrants in a research titled perceived social support and psychological well-being and reached this conclusion that perceived social support is significantly related to psychological well-being. The results of this research are consistent with the results of Moradi and Chiraghi (7), Moradi et al. (8), Kakabraei et

al. (11), Okawa et al. This is the issue that benefiting from the desired social support leads a person to psychological well-being. Yeltsin (14) and Zimmer and Chen (15) have also considered the perceived social support as a predictor of psychological well-being. In addition, so far, no research has been found whose results are not consistent with the results of the current research. In explaining the result, it can be stated that from the point of view of Sarafino and Smith (4), having the required types of social support and understanding it by a person can help his psychological health. According to Rief's model, psychological well-being is an all-round growth process that is extended throughout life, so female teachers also provide themselves with the social support they understand from others, especially the family, and provide a comprehensive growth environment and will increase their happiness and well-being and will benefit from the criteria of a good life. According to the social point of view, including the points of view in social support, social networks and the attention of network people to the matter of social support can help people's health and provide their emotional support, and if there is a defect in the individual's social support system such as family and friends If not, it can help a person in the ability to deal with psychological pressures and have an adaptive behavior, which in this research, the sources of social support have been able to provide the psychological well-being of female teachers. According to Sarafino and Smith (4) in social support Perceived, the person will find this assessment from his relationships with others that he has an available and appropriate resource when meeting his needs, and he has this level of confidence that he can use these resources for help and support if necessary, and the situation

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Improve your physical, mental and various aspects of your quality of life. According to Adler, as quoted by Ebrahimi (16), the social interest that develops as a result of the desire to cooperate with others is a criterion for diagnosing mental health. Also, in the components of psychological well-being, from the point of view of Riff and Keys (17), it has been emphasized to have a positive, warm and satisfactory relationship with others, and in the results of the present research, having perceived social support is also a predictor of well-being. The psychology of female teachers has been. Therefore, it is suggested that the planners and practitioners of education design and implement practical policies that will increase and improve the level of psychological well-being of teachers.

Conclusion

It seems that by improving the cognitive evaluation of social support, the psychological well-being of female teachers can be increased and in this way, their psychological health and that of several successive generations can be guaranteed.

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