

The Relationship between Self Efficacy and Family Social Support on the Psychological Well-Being of Honorary Teachers

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ABSTRACT

The precarious employment status and inadequate welfare of honorary teachers in Indonesia potentially undermine their psychological well-being, which is crucial for educational quality. This study aims to investigate the relationship between self-efficacy and family social support with the psychological well-being of honorary teachers. A correlational quantitative research design was employed, utilizing a population study technique. The entire population of 60 honorary teachers from an educational foundation in Semarang City, with a minimum of two years of service, participated as the sample. Data were collected using three adapted scales: the Ryff's Psychological Well-Being Scale (RSPWB), the Generalized Self-Efficacy Scale (GSES), and a family social support scale, all of which demonstrated high reliability (Cronbach's alpha > 0.9). Multiple linear regression analysis was used for data analysis. The results revealed that self-efficacy and family social support together had a significant positive correlation with the psychological well-being of honorary teachers ($R = 0.618, p < 0.01$), contributing 38.2% to its variance. Partially, both self-efficacy ($\beta = 0.336, p < 0.05$) and family social support ($\beta = 0.343, p < 0.05$) were significant positive predictors. The findings imply that strengthening teachers' self-belief in their capabilities and fostering a supportive family environment are crucial strategies for enhancing their psychological well-being. This study underscores the need for policies that not only address the economic welfare of honorary teachers but also consider psychosocial interventions.

KEYWORDS

Honorary teachers, self-efficacy, family social support, psychological well-being



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INTRODUCTION

The quality of education is fundamentally influenced by the quality of its educators. Teachers hold a pivotal role in shaping students' personalities and academic achievements, thereby contributing to a nation's development (Gunawan & Hendriani, 2020; Wibowo, 2017; Wibowo & Ariani, 2016). Their daily interactions provide opportunities to positively influence students' lives, guiding them to overcome challenges and realize their full potential (Istiqomah, 2021). However, the teaching force in Indonesia is not homogeneous. As stipulated in Government Regulation No. 49 of 2005, teachers are categorized into civil servant (PNS) and non-civil servant, or "honorary," teachers. The latter group often faces significant professional and economic uncertainties that can impact their personal and professional functioning.

The research conducted by (Yulianti, Febriana, & Istiqomah, 2023) aims to explain the role of job satisfaction and job insecurity in the psychological well-being of honorary teachers. The study was conducted in a cross-sectional manner using survey techniques and convenience sampling on 300 honorary teachers aged at least 22 years. The results showed that job satisfaction significantly mediated the influence of job insecurity on well-being. Likewise, psychological well-being is significantly negatively predicted by job insecurity. This proves

that the more honorary teachers feel secure about their salaries and employment status, the more they experience job satisfaction and psychological well-being. These findings can serve as a basis for government consideration in formulating policies on economic welfare guarantees and status clarity to improve the psychological well-being of honorary teachers (Aisyah & Chisol, 2020).

Psychological well-being is the ability of individuals to accept themselves, control their external environment, be independent in facing social pressure, realize their potential and channel it in a sustainable way, socialize and build positive relationships, and have life goals so that they experience meaning in life (Ryff & Keyes, 1995). According to Ryff (Rahmawati & Putri, 2020), aspects of psychological well-being include: (a) Autonomy, defined as the ability to be unique and independent even when differing from social norms; (b) Environmental mastery, the ability to manage external activities effectively, utilize opportunities, and choose or create conditions that fit personal needs and values; (c) Personal growth, defined as a sense of continuous self-development; (d) Positive relationships with others, meaning warm, mutually satisfying, and trusting relationships; (e) Purpose in life, having specific goals and a sense of direction; and (f) Self-acceptance, defined as a positive attitude toward oneself by knowing and accepting one's good and bad qualities and holding a positive view of one's past (Klopper & Madden, 1980).

According to Istiqomah (2021), psychological well-being is a condition in which a person has a positive view of themselves without being burdened by their past. (Schütte et al., 2014) mention that one of the factors affecting psychological well-being is job insecurity. One consequence experienced by individuals with job insecurity is a decrease in job satisfaction (Prabawa & Suwandana, 2017). According to Theriault, job satisfaction is a function of the amount of salary received, the extent to which the salary meets workers' expectations, and how the salary is delivered (Munandar, 2014).

Interviews conducted by the researcher with three honorary teachers on July 15, 2024, at an educational foundation in Semarang City using interview guidelines based on psychological well-being dimensions revealed: (1) Self-acceptance: they felt compelled to become honorary teachers with low salaries because no other workplaces would hire them; (2) Positive relationships with others: honorary teachers felt less appreciated than permanent teachers; (3) Environmental mastery: the environment prioritizes permanent teachers over honorary teachers; (4) Life goals: they hope to become permanent teachers, but there is no appointment plan despite long service; (5) Personal growth: professional development opportunities are prioritized for permanent teachers; (6) Autonomy: they do not receive allowances or periodic salary increases.

The interview results indicate that honorary teachers experience an inadequate level of psychological well-being. Individuals with high psychological well-being will strive to carry out their duties and responsibilities as well as possible. Therefore, to perform their professional role effectively, teachers must have confidence in their ability to work, thereby enhancing their psychological well-being. Confidence in one's ability to work is defined as self-confidence (self-efficacy) (Hoy, 2000). (Putri & Rustika, 2017) found that self-efficacy is related to psychological well-being.

Self-efficacy is an individual's overall belief in their ability to effectively cope with various demands or stressful situations (Novrianto, Maretih, & Wahyudi, 2019; Schwarzer, Jerusalem, & Johnston, 1995). Self-efficacy, according to is a person's belief in their ability to control situations and produce beneficial outcomes. According to (Santrock, 2009), factors that influence self-efficacy are (a) mastery experiences, (b) social modeling, (c) social persuasion, and (d) physiological and affective states (Feist & Feist, 2014).

The presence of teacher self-efficacy is important so that education and learning can be implemented effectively. This aligns with research by (Adirestuty & Wirandana, 2016), which

shows that educators' self-confidence has a positive impact on student achievement. A teacher serves as a role model for students, so teachers must demonstrate positive attitudes and behaviors such as mastering the environment, mastering learning materials, facing challenges, and maintaining self-control and a healthy environment. These abilities are in line with dimensions of psychological well-being such as autonomy and environmental mastery. Several previous studies on the relationship between self-efficacy and psychological well-being show that there is a relationship between self-efficacy and the psychological well-being of honorary teachers (Istiqomah, 2021) that self-confidence influences psychological well-being in honorary teachers (Suranto & Sugiarti, 2021) and that the relationship between self-confidence and psychological well-being among honorary teachers is in the high category (Istiqomah & Tjalla, 2023).

According to (Aritonang, 2020; Kartika, Cahyadi, & Widjaja, 2018), in addition to self-efficacy, other factors affecting psychological well-being include family social support. Family social support is the sense of comfort, appreciation, care, or assistance individuals receive from their family (Sarafino, 2002). According to Sarafino, aspects of family social support consist of (a) emotional support, (b) companionship support, (c) instrumental support, and (d) informational support (Hendayani & Abdullah, 2018). Several previous studies on the relationship between family social support and psychological well-being reveal that social support affects the psychological well-being of honorary teachers (Noviantoro & Saloom, 2019; Novrianto et al., 2019; Pangestuti, Wulandari, Jannah, & Setiawan, 2021) that family social support can serve as an alternative for improving psychological well-being (Rahmadhanty, 2023) that psychological well-being can be strengthened by self-esteem and family social support among honorary teachers (Rosita, 2020) and that family social support contributes to happiness in honorary teachers (Syafira, 2021). There is also a very significant positive relationship between family social support and psychological well-being in honorary teachers (Millisani & Handayani, 2019).

RESEARCH METHOD

This study uses a correlational quantitative approach. The variables in this study were *self-efficacy* and family social support as independent variables and psychological well-being as dependent variables.

Research Subject

The population in this study is 60 honorary teachers at a foundation engaged in education in Semarang City, with a working period of more than two years (Meti, 2016). The reason researchers use the limitation of working for more than two years, according to Allen and Meyer, at that time employees had reached the *growth stage* and had passed the orientation stage (Atmoko & Listiara, 2012; Balkis & Masykur, 2016).

The sampling technique uses population studies, which is a sampling technique that does not provide an equal opportunity for each element (member) of the population to be selected as a sample member, with the type of Saturated Sampling, which is a sampling technique when all members of the population are used as samples (Amin, Garancang, & Abunawas, 2023).

Research Instruments

On all scales, five answer options were used, namely Very Suitable (SS), Suitable (S), Hesitant (R), Not Appropriate (TS) and Very Not Suitable (STS). There are three psychological scales used, namely 1) *Ryff's scale of psychological well-being* (RSPWB) modified by researchers based on (Setiawan & Budiningsih, 2014), which consists of 57 items with a reliability value of 0.950. 2) *Generalized Self-Efficacy Scale* (GSES) modified by researchers based on (Mauliana, 2021), which consists of 30 items with a reliability value of 0.922. 3) Family social support scale and has been modified by researchers based on (Yonandar, 2018), which consists of 28 items with a reliability value of 0.925.

Data Analysis

In the next stage, the data obtained is analyzed using multiple regression analysis techniques, by first conducting an assumption test. This method is used to find out whether *self-efficacy* and family social support have an effect on psychological well-being. Before conducting multiple linear regression testing, classical regression analysis assumption testing is first carried out.

RESULT AND DISCUSSION

Hypothesis Test

Multicollinearity Test

Multicollinearity is the existence of a linear correlation between independent variables.

Table 1: Correlation Coefficients of Self Efficacy and Family Social Support

		<i>Self Efficacy</i>	Family Social Support
<i>Self Efficacy</i>	Pearson Correlation	1	.655**
	Sig. (2-tailed)		.000
	N	60	60
Family Social Support	Pearson Correlation	.655**	1
	Sig. (2-tailed)	.000	
	N	60	60

Source: Primary Data Processed, 2024

To check the existence of multicollinearity, a *variance inflation factor* (VIF) analysis was carried out, with the formula $VIF = 1 / (1 - r^2) = 1 / (1 - 0.6552) = 1.752$ where r = the value of the correlation coefficient between *self-efficacy* and family social support. If the VIF number for each variable is below 10, then there is no symptom of multicollinearity. The result of the VIF calculation = $1.752 < 10$, then there is no symptom of multicollinearity.

Multiple Regression Test

Table 2: Results of Multiple Regression Test *Self Efficacy* and Family Social Support Towards Psychological Well-Being

Type	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.618a	.382	.360	.3013

Source: Primary Data Processed, 2024

Based on table 2, it can be seen that the relationship between the free variable and the variable depends on the value of the correlation coefficient (R) of 0.618. The coefficient of determination (R^2) in this study was 0.382. This shows that the contribution of *self-efficacy* and family social support together to psychological well-being is 38.2% and the remaining 61.8% is influenced by other variables that are not studied in this study.

Table 3: Multiple Regression Test Results of F Significance

	Type	Sum of Squares	Df	Mean Square	F	Sig.
1	Regressin	3.193	2	1.597	17.589	.000b
	Residual	5.174	57	.091		
	Total	8.367	59			

Source: Primary Data Processed, 2024

Based on table 3, it can be seen that F is calculated at 17.589 with a significance level of 0.000. The regression model can be used to predict psychological well-being because the significance is below 0.05. This shows that *self efficacy* and family social support together affect psychological well-being.

Table 4: Multiple Regression Test Results of Beta Coefficient Value and t Value

Type	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	.631	.659		.957	.343
Self Efficacy	.452	.185	.336	2.435	.018
Family Social Support	.382	.153	.343	2.491	.016

Source: Primary Data Processed, 2024

Based on table 4, it can be seen that the *self efficacy* variable has a standardized beta coefficient of 0.336 with a t-value of 2.435 and a significance level of 0.018 ($p < 0.05$). This shows that *self-efficacy* has a significant effect on psychological well-being. In the variable of family social support, it has a standardized beta coefficient of 0.343 with a t-value of 2.491 and a significance level of 0.016 ($p < 0.05$). This shows that family social support has a significant effect on psychological well-being.

The results of the multiple regression test in table 4 can be used to predict the level of psychological well-being. In the self-efficacy variable, a standardized beta coefficient value of 0.336 was obtained. If the *self-efficacy* factor is considered, the level of psychological well-being will increase by 0.336 units. In the family social support variable, a standardized beta coefficient value of 0.343 was obtained. If the family social support factor is considered, the level of psychological welfare will increase in value by 0.343 units.

Table 5 Summary of Research Hypothesis Test Results

It	Hypothesis	Result
1	Major Hypothesis: <i>Self efficacy</i> and family social support together affect psychological well-being	Accepted
2	Minor Hypothesis: a. <i>Self efficacy</i> have a significant effect to psychological well-being b. Family social support Influential significantly to the welfare of	Accepted

Discussion

Based on the results of the research that have been analyzed using multiple regression analysis techniques, it can be concluded that the major hypothesis regarding the influence of self-efficacy and family social support on the psychological well-being of honorary teachers at a foundation engaged in education in Semarang City can be accepted.

This is evidenced by a correlation coefficient (R) of 0.618 with an F value of 17.589 and a significance level of 0.000 ($p < 0.05$), indicating that self-efficacy and family social support together affect psychological well-being. The coefficient of determination (R^2) in this study is 0.382, showing that the effective contribution of the independent variables—self-efficacy and family social support—to the dependent variable, psychological well-being, is 38.2%. This means that self-efficacy and family social support account for 38.2% of the psychological well-being of honorary teachers at the foundation in Semarang City, while the remaining 61.8% is influenced by other variables not examined in this study.

The standardized beta coefficients show that the independent variable with the greater influence on psychological well-being is family social support. The family social support variable has a standardized beta coefficient of 0.343 with a t-value of 2.491 and a significance level of 0.016 ($p < 0.05$), indicating that family social support significantly affects psychological well-being. The self-efficacy variable has a standardized beta coefficient of 0.336 with a t-value of 2.435 and a significance level of 0.018 ($p < 0.05$), indicating that self-efficacy also has a significant effect on psychological well-being.

(Carr, 2004) states that psychological well-being emphasizes an optimistic individual condition characterized by the presence of self-efficacy in one's ability to achieve psychological well-being. The results of the standardized beta coefficient and t-test in this study support this view, showing that self-efficacy significantly influences the psychological well-being of honorary teachers.

According to (Bandura, 1997), self-efficacy enables individuals to feel confident in applying their abilities in various conditions. Self-efficacy is an important mental aspect for honorary teachers. It helps them remain optimistic and calm when facing challenges and obstacles in achieving goals. Honorary teachers will be more careful in finding solutions when they feel capable of organizing their thoughts, feelings, and behaviors in dealing with problems (Anriyadi, 2020). Honorary teachers who consistently believe in their own abilities have a greater chance of achieving success. Such successful experiences, in turn, strengthen their confidence in functioning optimally in life and support the achievement of psychological well-being.

(Sarafino & Smith, 2002) state that family social support is defined as the comfort, attention, or assistance received by individuals from partners, family, friends, and community organizations. Family social support can create a positive mood, characterized by feelings of calm, security, and being valued as part of a social group. (Singh, Mohan, & Anassen, 2012) found that family social support affects well-being. Social isolation, loneliness, and loss of social support are associated with increased disease risk and reduced life expectancy (Berkman et al., in Singh et al., 2012). The loss of family social support leads to loneliness, which can negatively affect psychological well-being (Compton, 2005).

CONCLUSION

This study concludes that both self-efficacy and family social support are significant positive predictors of psychological well-being among honorary teachers. The two factors together account for 38.2% of the variance, indicating that teachers who possess a strong belief in their teaching capabilities and perceive high levels of support from their families are

more likely to experience greater psychological well-being. Furthermore, family social support emerged as a slightly stronger predictor, highlighting its critical role as a buffer against the professional stressors inherent in honorary teaching positions.

For future research, it is recommended that studies employ a longitudinal design to establish causal relationships and examine how these variables interact over time. Expanding the research to include other potential predictors, such as resilience, coping strategies, workplace spirituality, and perceived organizational support, could provide a more comprehensive model of psychological well-being. Additionally, qualitative research methods, such as in-depth interviews or focus group discussions, could offer richer insights into the lived experiences of honorary teachers and the specific mechanisms through which self-efficacy and family support operate. Finally, comparative studies involving permanent teachers could help isolate factors unique to the honorary teacher experience, further informing targeted policy and intervention efforts.

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