




# Predicting Psychological Well-Being Based on Psychological Capital and Perceived Social Support in Secondary School Teachers

Maryam Yeganeh Sarajari\* 

MA of General Psychology, Islamic Azad University, Science and Research Branch, Tehran, Iran.

## A B S T R A C T

The aim of the research was to predict psychological well-being based on psychological capital and perceived social support in secondary school teachers. The statistical population of the research included female teachers of the second secondary level in Tehran. The research sample consisted of 100 people who were selected by available sampling method. Psychological well-being questionnaires ([Ryff, 2013](#)), psychological capital questionnaire ([Luthans, Youssef, & Avolio, 2006](#)), and social support questionnaire ([Vaux et al., 1986](#)), were used to collect information. To analyze the data, Pearson's correlation test and multiple regression were used simultaneously. The results have shown that there is a positive and significant relationship between psychological capital (hope, resilience, optimism and self-efficacy) and social support with psychological well-being ( $p < 0.05$ ). Also, the results have shown that psychological capital and perceived social support predict psychological well-being at 0.88.

**Keywords:** Psychological Well-Being, Psychological Capital, Perceived Social Support, Teachers.

## INTRODUCTION

Psychological well-being includes the feeling of health, awareness and understanding of integrity and wholeness in the totality of individual aspects ([Ryff, 2013](#)). Psychological well-being includes emotional and cognitive components. People who have high psychological well-being experience more positive emotions; On the other hand, people with low psychological well-being experience more negative emotions and evaluate various events and situations more negatively ([Diener & Diener McGavran, 2008](#); [Myers & Diener, 1995](#)). Riff proposed six components of self-acceptance, positive relationships with others, autonomy, mastery of the environment, purposefulness in life and personal growth for psychological well-being. Requirements such as family, working conditions and retirement can lead to stress. If the incoming requirements are enough to cope with, then the stress in life will be effectively managed ([Luo & Hancock, 2020](#)). People in conditions of high psychological well-being not only feel good about themselves, but the possibility of suffering from psychological diseases decreases in them ([Boehm & Kubzansky, 2012](#)).

\* . Corresponding Author: [maryamyegane2311@gmail.com](mailto:maryamyegane2311@gmail.com)

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One of the factors that are effective in the psychological well-being of people with psychological problems is psychological capital ([Amini, Shehni Yailagh, & Hajiyakhchali, 2020](#)), and social support ([Atadokht, Jokar Kamalabadi, Hosseini Kiasari, & Bashar-Pour, 2014](#)).

Among the variables that affect psychological well-being is psychological capital ([Kurt & Demirbolat, 2019](#)). Psychological capital is a positive cognitive resource and includes four components of hope, optimism, resilience and self-efficacy that can predict psychological positivity ([Kang & Kwon, 2017](#)). The results of various studies have shown that psychological capital is related to psychological well-being ([Amini et al., 2020](#); [Kang & Kwon, 2017](#); [Kurt & Demirbolat, 2019](#); [Manzano-Garcia & Ayala, 2017](#); [Rahimnia, Mazidi, & Mohammadzadeh, 2013](#)).

Multiple psycho-social factors such as social support are effective on psychological well-being, which can increase the effectiveness of psychological well-being on promoting health and improving people's performance ([Moghadampour & Mousavi, 2024](#); [Shuo, Xuyang, Xin, Xuebin, & Jie, 2022](#)). The evaluation of the knowledge that a person acquires from his environment is called social support, as it gives the person the assurance that they can access the support of others in case of problems ([Bruwer, Emsley, Kidd, Lochner, & Seedat, 2008](#)). The results of various researches have shown that there is a relationship between social support and psychological well-being ([Atadokht et al., 2014](#); [Kakavand, Keshavarz, Dashtdar, & Shirmohammadi, 2020](#); [Liu & Yeo, 2022](#); [Moghadampour & Mousavi, 2024](#)).

Due to the fact that teachers often report high psychological problems due to job stress, it can be expected that the occurrence of psychological problems in this group of people can be more than the people working in different groups. Therefore, the current research tries to answer the question that "do psychological capital and perceived social support play a role in predicting psychological well-being in primary school teachers?".

## METHODOLOGY

The method of the current research is of the fundamental type according to the purpose of the research, and according to the data collection method, it is descriptive-correlation type. The statistical population of the research included female teachers working in elementary school in Tehran. The sampling method of the present study was available and 100 people were selected. The criteria for entering the research included age conditions of 25 to 45 years, interest and consent to participate in the research and commitment to continue cooperation in the research process. The criteria for leaving the research were non-cooperation with the researcher, taking psychiatric drugs and not completing the research questionnaires. Also, in this research, after assuring the participants about maintaining their anonymity and privacy, the results were analyzed by assigning a code to each participant. Also, the purpose of the research was explained to the participants and the relevant official, and the consent of the participants to participate in the research was obtained. It should also be mentioned that, for data analysis, the statistical method of Pearson correlation analysis and multiple regression was used simultaneously and SPSS software version 26. Measuring tool were:

*Psychological well-being questionnaire:* This questionnaire was designed by Ryff (2013) and has 18 questions for the short form. The scoring of this questionnaire is in the form of a six-point Likert scale (completely disagree = 1 to completely agree = 6). Of course, this marking method is reversed for questions number 1, 3, 4, 5, 9, 10, 13, 17. This questionnaire includes the components of self-acceptance, positive relationship with others, autonomy or independence, control over the environment, purposeful life and personal growth. In Khanjani, Shahidi, Fathabadi, Mazaheri, and Shukri (2013), the internal consistency of this scale using Cronbach's alpha coefficient in six factors of self-acceptance, environmental mastery, positive relationship with others, having a goal

in life, personal growth and independence was equal to 51. 0.76, 0.75, 0.52, 0.73, 0.72 and 0.71 were reported for the whole scale. In the present study, the reliability of this questionnaire was reported using Cronbach's alpha coefficient of 0.81.

*Psychological Capital Questionnaire (PCQ-24)*: This questionnaire was designed by Luthans et al. (2006), and has 24 items. The scoring method of this questionnaire is in the form of a six-point Likert scale (completely disagree = 1 to completely agree = 6). This questionnaire has components of hope, self-efficacy, resilience and optimism. To measure the reliability of the questionnaire in Luthans et al. (2006), research, Cronbach's alpha for the entire questionnaire was 0.89 and for the subscales of hope 0.80, optimism 0.79, self-efficacy 0.85, and resilience 0.72. Have been in the present study, the reliability of this questionnaire was calculated using Cronbach's alpha coefficient of 0.75 for the entire questionnaire.

*Social Support Questionnaire (SS-A)*: This questionnaire was designed by Vaux et al. (1986), and has 23 items. This questionnaire has three components: family support, friends' support, and others' support. The scoring method of this questionnaire is a five-point Likert scale (very low = 1 to very high = 5). Also, questions 3, 10, 13, 21 and 22 are scored in reverse. The reliability of this questionnaire was calculated using Cronbach's alpha coefficient of 0.76.

## RESULTS

In Table No. 1, the mean and standard deviation of the variables of age, psychological well-being, psychological capital and social support are presented.

Table 1. Mean and standard deviation of research variables

Variable	Mean	Std. Deviation
Age	35.38	6.41
Independence	11.51	3.08
Mastery of the environment	10.55	2.54
Personal growth	9.28	2.88
Positive communication with others	9.28	3.12
Purpose in life	87.8	14.3
self-acceptance	95.9	13.59
Psychological well-being (total)	59.41	18.63
Hope	13.38	5.05
Resilience	12.34	5.36
Optimism	11.43	4.99
Efficacy	12.73	5.01
Psychological capital (total)	92.51	19.8
social support	43.72	20.53

Table2. The results of Pearson correlation analysis

independent variable	Pearson coefficient	Sig.
Hope	0.874	0.001
Resilience	0.865	0.001
Optimism	0.858	0.001
Efficacy	0.763	0.001
Psychological capital (total)	0.748	0.001
social support	0.678	0.002

In Table 2, the results of Pearson correlation analysis are presented to examine the relationship between psychological capital and perceived social support with psychological well-being. According to the results of Table 2, there is a positive and significant relationship between

psychological capital and its components, i.e. hope, resilience, optimism and self-efficacy, and positive perception of stress and social support with psychological well-being ( $P < 0.05$ ).

In order to investigate the role of psychological capital and perceived social support in predicting psychological well-being in teachers, multiple regression test was used simultaneously. Before conducting the test, the Kolmogorov-Smirnov test was used to measure normality in order to perform parametric statistics. The significance level obtained from the Kolmogorov-Smirnov test for the variables of psychological capital and social support is reported to be greater than 0.05, so the distribution of data related to these variables is normal and can be used for inferential analysis of the data from Parametric test was used. The value of Durbin-Watson's statistic is also 1.68, which is between 1.5 and 2.5, so the assumption of independence between errors or lack of correlation between errors is accepted. The results of variance analysis are presented in Table 3.

**Table3.** Summary of variance analysis of research variables

Predictor variable	Source of change	SS	df	MS	F	Sig.
Psychological capital (hope, resilience, optimism and self-efficacy), perceived social support Predictor variable	Regression	34042.645	7	4863.235	1333.412	0.001
	Residual	335.524	92	3.647		
	Total	34378.169	99			

According to Table 3, the calculated significance of F shows that psychological well-being can be predicted through psychological capital (hope, resilience, optimism and self-efficacy), perceived social support. The summary of the regression model is reported in Table 4.

**Table4.** Summary of the model

R	R2	$\Delta R2$	SE
0.938	0.87	0.88	1.08

According to Table 4, psychological capital (hope, resilience, optimism and self-efficacy) and perceived social support could predict 0.88 psychological well-being ( $P < 0.05$ ). To check which of the research variables stronger predictors for predicting psychological well-being are, the multiple regression test was used in the simultaneous method, the results of which are reported in Table 5.

**Table 5.** The results of regression analysis to predict psychological well-being through perceived psychological capital and social support

Predictor variables	B	Beta	t	Sig.
Constant	-3.577	-	584/0	0.001
Hope	0.43	0.116	302/4	0.001
Resilience	0.186	0.153	972/2	0.004
Optimism	0.162	0.016	234/2	0.016
Efficacy	1.385	0.374	974/6	0.001
Social Support	0.65	0.515	255/8	0.001

According to Table 5, the beta coefficient was used to determine the separate contribution of each of the predictor variables in explaining the dispersion of the criterion variable (psychological well-being). The results have shown that psychological capital (hope, resilience, optimism and self-efficacy), social support can significantly predict psychological well-being. In this prediction, social support plays the biggest role.

## CONCLUSION

The purpose of the present study was to predict psychological well-being based on psychological capital and perceived social support in primary school teachers. The results have shown that there is a significant relationship between psychological capital (hope, resilience,

optimism and self-efficacy) and psychological well-being. The results of the present study are in line with the research findings of Nisi et al. Considering that people working in stressful jobs often face many psychological problems, it can be expected that an increase in depression and psychological problems can indicate the existence of a disorder in existing psychological variables. Therefore, it can be expected that the level of psychological well-being in people with depression syndrome is at a low level. Psychological capital, relying on hope and resilience, helps people to have a higher level of emotional control in the face of challenges, therefore, hope to change conditions and resilience in the face of difficulties leads to It increases psychological well-being in people(Kurt & Demirbolat, 2019). Also, due to the fact that self-efficacy in people also allows people to gain a relative understanding of themselves and their abilities, therefore, when facing challenges, people with an understanding of their ability to overcome the situation will suffer the least damage(Kang & Kwon, 2017).

The results have shown that there is a significant relationship between social support and psychological well-being, and the results of this research are in line with the research findings of Moghadampour and Mousavi (2024), Kakavand et al. (2020), Gençöz, Özlale, and Lennon (2004), Wang, Shukla, and Shi (2021), Liu and Yeo (2022). Considering that people with psychological problems are often faced with fundamental negative beliefs about events, therefore, receiving support and attention from the people around them can help improve people's beliefs about their views and opinions about events and events. It can be expected that social interactions can improve psychological well-being in people and reduce the level of psychological problems(Wang et al., 2021). The support of others can make people not think of themselves as isolated and alone, the same feeling of having the emotional support of others increases resilience in people and increases the level of psychological well-being(Liu & Yeo, 2022).

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