

Female Teachers' Subjective Well-Being from the Aspects of Gratitude, Optimism, and Work-Family Balance

By Fatwa Tentama

Female Teachers' Subjective Well-Being from the Aspects of Gratitude, Optimism, and Work-Family Balance

Nina Zulida Situmorang¹
Department of Psychology
University of Ahmad Dahlan
Yogyakarta, Indonesia
nina.situmorang@psy.uad.ac.id

Mujidin²
Department of Psychology
University of Ahmad Dahlan
Yogyakarta, Indonesia
mujidin@psy.uad.ac.i

2 Yuke Andini³
Department of Psychology
University of Ahmad Dahlan
Yogyakarta, Indonesia

Afriana Silawati⁴
Department of Psychology
University of Ahmad Dahlan
Yogyakarta, Indonesia

2 Fatwa Tentama⁵
Department of Psychology
University of Ahmad Dahlan
Yogyakarta, Indonesia
fatwa.tentama@psy.uad.ac.id

2 ita Yuliasesti Diah Sari⁶
Department of Psychology
University of Ahmad Dahlan
Yogyakarta, Indonesia
ediahsari@gmail.com

Nuning Kurniasih⁷
Department of Communication Science
Library & Information Science
Universitas Padjadjaran

Listian Indriyani Achmad⁸
Sharia Economics Department
STAI Pelita Bangsa

Urip Wahyudin⁹
FISIP Department
Universitas Cendrawasih

Abstract - Subjective Well-Being has become the primary goal of individuals to improve their quality of life. In particular, it also mainly applies to female teachers serving as both mother and teacher. This research aims to understand the influence of gratitude, optimism, and work-family balance on female teachers' subjective well-being in Yogyakarta. The study involved 83 female teachers as subjects. The data was chosen through purposive sampling technique and collected using the quantitative method. To obtain the data, the researchers employed subjective well-being scales, gratitude scales, optimism scales, and work-family balance scales. The data were analyzed using multiple regression through the SPSS computer program. The regression analysis resulted in (R) of 0.787 with $p=0.001$ ($p<0.01$). It shows that there are highly significant positive relationships among the variables of gratitude, optimism, and work-family balance and female teachers' subjective well-being in Yogyakarta. The variables of gratitude, optimism, and work-family balance reached the correlation of t 2.932 with $p=0.004$ ($p<0.05$); t 4.721 with $p=0.001$ ($p<0.01$), and t 05.042 with $p=0.001$ ($p<0.01$), respectively. The values show that the relation between the three variables and subjective well-being is significantly positive.

Keywords- subjective well-being; female teacher; gratitude; optimism; work-family balance

I. INTRODUCTION

Every human being wants to have a happy life. He or she will do anything to achieve it. Indeed, if they feel they will not obtain the desired happiness, human beings tend to be frustrated and stressed. In the worst case scenario, they may commit suicide. The concept of a happy life in this research is defined as subjective well-being. Female teachers that have double roles – as workers and as mothers – can experience frustration and stress in both roles. The relation between subjective well-being and success or good performance is naturally strong. The Gallup World Poll's international-scale survey that measures the quality of life of countries in the world shows that a state with a high subjective well-being rate has the

excellent quality of life [1]. The meta-analysis results obtained using cross-sectional, longitudinal, and experimental methods, showed that the combination of desired outcome and subjective well-being lead individuals to their success [2]. Success does not only refer to one's subjective happiness but also results from positive affection. Positive feeling and emotion lead people to think, feel, and act in ways leading to the expected goals [4]. Happy individuals tend to be pro-social, helpful, and altruistic. They also have high performance, bright and creative thinking, as well as having a healthy mind and body [5]. Subjective well-being is part of a positive psychological approach which is used to measure the performance and interpersonal relations [6]. Female teachers are eager to reach a high level of subjective well-being in all aspects of their life. Subjective well-being is different from one perspective to another, depending on how individuals see their quality of life. Diener, Suh, and Oishi [7] define subjective well-being as an evaluation or assessment of life which includes cognitive aspect, relating to the level of life satisfaction, as well as involving affective aspect – in the forms of pleasing and unpleasing experiences and emotions. According to Diener, Oishi, and Lucas [8], the level of subjective well-being is influenced by self-esteem, life goals, personality, social relations, health, demography, sources of need fulfillment, culture, adaptation, cognitive, spirituality, and religiosity.

As part of working as a teacher, female teachers have interpersonal relations with students. Teachers with high subjective well-being tend to improve their performance and interpersonal relations, leading to the improvement of the learners. The working mother has a higher complexity of duties. As a wife, they are required to serve their husbands. As a mother, they are expected to be the most caring individual and the first person their children will see, as well as having the highest responsibility for fostering and helping the children. Therefore, as a wife and a mother, women are expected to have high subjective well-being. This will help them to accomplish the duties at home, leading them to do it happily and optimally. A wife's happiness influences the relations among family members as well as the working environment. Greenhaus and Powell [9] state that the increase in working mothers improves the justice in the family relationship.

Subjective well-being consists of two aspects which are life satisfaction and positive affection. The affective evaluation includes how frequent an individual feels positive and negative emotions. Individuals are said to have high subjective well-being when they are satisfied with their life, often feel positive emotions such as cheerfulness and love, and feel less negative emotions, such as sadness and anger [10]. Subjective well-being is influenced by two factors, internal and external. The internal factors include genetics, perspectives, and the characteristics as well as personality [11]. There are characteristics and emotions that are important; among them is gratitude [12]. According to Emmons and McCullough [13], gratitude is a real predictor of subjective well-being. Emmons and McCullough [13] state that gratitude is a feeling of interpersonal and transpersonal thankfulness and acceptance of God's gifts. Savita [14], in her research, shows that gratitude

can help individuals to overcome any situations and conditions in their life. Subjective well-being is an evaluation of the dimensions of life. Gratitude leads to having high subjective well-being. Gratitude influences physical and physiological well-being. When individuals remember their gratitude on a weekly basis and pray with gratitude, they tend to be better at living their lives and be more optimistic [15]. Female teachers who are grateful in their life can see any conditions in a positive perspective. Thus, they do not feel the burden of the situation. Indeed, they are motivated to improve their subjective well-being as a form of gratefulness. Another factor that improves subjective well-being is the individuals' optimism. Diener [16] suggests that optimistic individuals see their life as happier and more satisfied. Optimistic individuals tend to be full of hope for people and the future and similarly with difficult times and obstacles [17]. Lucas, Diener, and Suh [18] showed in their research that optimism is correlated with subjective well-being, such as life satisfaction, pleasing and unpleasing affection. Maintained optimism shows a high level of subjective well-being when the person is under pressure. This correlates with the results found by Scheier and Carver [19]. The evidence shows that the process of optimism often leads individuals to solve problems, to look for support, and to focus on positive thinking in a difficult situation.

The critical factor of female teachers' subjective well-being is the work-family balance. It is a condition where individuals feel satisfied by the roles in the family and the job [20]. A female teacher is seen to achieve her work-family balance when she can work her best without abandoning her essential role as a wife and a mother. The balance shows that a working mother is still concerned with the needs of her husband and children. This person can handle the pressure on the job without affecting her role as a wife and a mother. This individual does not bring the household-related problems to the working situation. Women who feel difficulty in reaching work-family balance tend to have more conflicts, both in the family and in the job. Conflicts are possible, but teachers have to be able to manage them, to balance the duties of being a teacher and being a mother. It is important to emphasize that mothers who work will not only be challenged by problems about the roles but also can obtain favorable results regarding self-development. Therefore, it is required to research female teachers' subjective well-being, for it does not only influence their performance at school in the attempt to improve students' achievement but also strengthens the family bond. Gratitude that female teachers have brings the comfort feeling. Indeed, it triggers motivation. Various problems encountered on the job and family tend to raise hope and expectation for the future. Role management at home and on the job can finally lead female teachers to feel satisfied with their lives and feel more positive. This becomes the research background for studying the relation of gratitude, optimism, and work-family balance and female teachers' subjective well-being. There are four hypotheses proposed in this research. The first is that, simultaneously, gratitude, optimism, and work-family balance have a significant role in the subjective well-being of female teachers in Yogyakarta. The second hypothesis is that

appreciation significantly influences the subjective well-being of female teachers in Yogyakarta. The third is that optimism has a significant relationship to female teachers' subjective well-being in Yogyakarta. And the fourth is that work-family balance significantly influences female teachers' well-being in Yogyakarta.

II. RESEARCH METHODS

The participants of this research are 83 female teachers in five different state senior high schools in Yogyakarta. They were selected using criterion sampling. They have worked for at least one year, are married, and have children. The research employed a quantitative approach. The data were obtained through questionnaires and was analyzed using multiple regression techniques. Four scales were used as the instruments of this research. Reliability testing was conducted using statistical analysis software, namely JASP (friendly statistical software). The first is subjective well-being scale, which is arranged based on the aspects of subjective well-being proposed by Diener [21]. It consists of life satisfaction and positive affection. The scale has 31 questions, and the results are available in table 1. The tests also employ four methods: Cronbach's α , Gutmann's λ , McDonald's ω , and Greatest Lower Bound. Reliability testing using Greatest Lower Bound reached the highest score of all the methods, which was 0.984. The second scale is gratitude, which is based on the aspects developed by Al Fauzan [22]. It includes gratitude in the heart, gratitude in words, and gratitude in deeds. This scale has 33 questions, and the results are provided in table 1. It also employs the previously mentioned four methods. In this scale, Gutmann's Lower Bound reached the highest score among others, which was 0.991. The third scale was optimism. It uses the optimism aspects proposed by Seligman [23]; these are permanent, pervasive, and personalization aspects. It has 30 questions. Reliability test results are also given in table 1 with the same methods as mentioned above. Here, the highest score was reached by Gutmann's Lower bound, which was 0.987. The last scale was a work-family balance. It uses the aspects proposed by Greenhaus, Collins, and Shaw [20], which includes time balance, involvement balance, and satisfaction balance. The scale has 31 questions, and the results are presented in table 1 showing the use of the four mentioned methods. Greatest Lower Bound reached the highest score, which was 0.989.

Table 1. Scale Reliability Statistic

	Cronbach's α	Gutmann's λ	McDonald's ω	Greatest lower bound
Gratitude	0.955	0.991	0.958	0.983
Optimism	0.975	0.975	0.978	0.987
WorkFB	0.981	0.981	0.984	0.989
SubjectWB	0.974	0.974	0.977	0.984

III. RESULTS AND DISCUSSION

The subject of this research was 83 female teachers in senior high schools in Yogyakarta. They are all married and have

children. Seventy-nine percent of the subjects are 36-55 years old; ninety percent of them hold an undergraduate degree, and the rest holds a graduate degree; eighty-six percent live with their husband, and seventy-five percent have more than two children. To prove the first hypothesis, the data were analyzed using multiple regressions through the SPSS program. The results are presented in Table 2. Coefficient. Correlation testing shows that gratitude, optimism, and work-family balance simultaneously have a significant role in the subjective well-being of female teachers in Yogyakarta, with the score of $p < 0.001$.

Table 2. Coefficient

Model	t	p	Collinearity Statistics	
			Tolerance	VIF
1 (Intercept)	0.322	0.748		
GRATITUDE	2.932	0.004	0.819	1.221
OPTIMISM	4.721	< .001	0.754	1.326
WORKFAMB	5.042	< .001	0.749	1.335
R = 0.787				
R2 = 0.620				
F = 42.99				
P < 0.001				

Correlation testing of gratitude shows that the variable has a significant role in the subjective well-being, with $p < 0.005$. Thus, the second hypothesis is proved. The higher the gratitude is, the higher the subjective well-being is, and vice versa. According to Emmons and McCullough [24], gratitude is a form of emotion or feeling, which thereby develops into an attitude, good morals, happiness, personality, and then leads to influence individuals to responding or reacting to something or specific situations. Further, Emmons suggests that gratitude adds to happiness, creates a sense of comfort and increases motivation.

The correlation test of optimism showed that it has a significant role in subjective well-being, with $p < 0.001$. It proves that hypothesis #3 is true. The higher the optimism is, the higher the subjective well-being is, and vice versa. Optimism is one of the critical factors in improving the life of female teachers in Yogyakarta. Optimism is a belief in dealing with a situation – either pleasing or unpleasing one– and this involves putting the cause of failure outside the self and involves keeping the hope and expectation that there will be more good things rather than bad things in the future. These were measured using the optimism scale based on the aspects of explanatory style by Seligman [25].

Based on the correlation test, work-family balance also has a significant role in the subjective well-being of female teachers in Yogyakarta, with $p < 0.001$. This means that it has a positive influence on the subjective well-being. Thus, the fourth hypothesis is proved. The research supports the definition of work-family balance proposed by Greenhouse, Collin, and Shaw [20]. They state that it is a condition when individuals can balance the responsibilities of the job and those in the family. The results are also in line with the research conducted by

Puspitawati, Simanjuntak, and Hayati [26], that subjective well-being is influenced by the strategies to balance family and work. Subjective well-being can be reached if individuals can manage to keep the responsibilities of worker and wife/mother in balance.

IV. CONCLUSION

The results show that gratitude, optimism, and work-family balance simultaneously influence the subjective well-being of the female teachers in Yogyakarta. Each of the three variables has a significant role in the subjective well-being.

ACKNOWLEDGMENT

We would like to thank the female teachers of SMAN 'X' who were pleased to be our respondents.

REFERENCES

- [1] E. Diener, and L. Tay, "Subjective well-being and human welfare around the world as reflected in the Gallup world poll". *International Journal of Psychology*, vol. 50, pp. 135-149, 2015.
- [2] S. Lyubomirsky, L. King, and E. Diener, "The benefits of frequent positive affect: Does happiness lead to success?" *Psychological Bulletin*, vol. 131, pp. 803-855, 2005
- [3] A.J. Elliot, and T.M. Thrash, "Approach-avoidance motivation in Personality: Approach and avoidance temperaments and goals". *Journal of Personality and Social Psychology*, vol. 82, pp. 804-818, 2002.
- [4] S. Lyubomirsky, "Why Are Some People Happier Than Others?: The Role of Cognitive And Motivational Processes in Well-Being". *American Psychologist*, vol. 56, pp. 122-161, 2001.
- [5] M. Argyle, "The psychology of happiness". New York: Taylor Francis, 2001.
- [6] A. Carr, "Positive psychology: the Science of Happiness and Human Strength". New York: Brunner-Routledge, 2004.
- [7] E. Diener, E. Suh, and S. Oishi, "Recent findings on subjective well-Being". *Indian Journal of Clinical Psychology*, vol. 24, pp. 25-41, 1997.
- [8] E. Diener, S. Oishi, and R.E. Lucas, "National accounts of subjective well-being." *American Psychologist*, vol. 70, pp. 234-242, 2015.
- [9] J.H. Greenhouse, and G. N. Powell, "When work and family are allies: A theory of work-family enrichment". *Academy of Management Review*, vol. 31, pp. 72-92, 2006.
- [10] E. Diener, R.E. Lucas, and S. Oishi, "Subjective well-being: The Science of happiness and life satisfaction". In C. R. Snyder & S. J. Lopez (Eds.), *Handbook of positive psychology* (2nd ed.), (pp. 63-73). New York, NY: Oxford University Press, 2005.
- [11] E. Diener, E. M. Suh, R.E. Lucas, and H.L. Smith, "Subjective well-Being: Three decades of progress". *Psychological Bulletin*, vol. 125, pp. 276-302, 1999.
- [12] N. Park, C. Peterson, and M.E.P. Seligman, "Strength of character And well-being". *Journal of Social and Clinical Psychology*, vol. 23(5), pp. 603- 619, 2004.
- [13] R. A. Emmons, and M. E. McCullough, "The psychology of gratitude". New York: Oxford University Press, 2004.
- [14] A. R. Sativa, "Syukur dan harga diri dengan kebahagiaan remaja". *Jurnal Wacana Psikologi*, vol. 10, pp. 1-25, 2013.
- [15] D. A. Putri, Sukarti, and M. A. Rachmawati, "Pelatih kebersyukuran untuk meningkatkan kualitas hidup guru sekolah inklusi. *Jurnal Intervensi Psikologi*, vol. 8, pp. 21-40, 2016.
- [16] E. Diener, "Introduction to the special section on the structure of Emotion". *Journal of Personality and Social Psychology*, vol.76, pp. 803-804, 1999.
- [17] J. W. Lounsbury, M. L. James, D. S. Eric, W.G. Lucy, W. D. Adam, and L. H. Frances, "An Investigation of Personality Traits in Relation to Career Satisfaction". *Journal of Career Assessment*, vol. 11, pp. 287 – 307, 2003.
- [18] R. E. Lucas, E. Diener, and E. Suh, "Discriminant validity of well-being measures". *Journal of Personality and Social Psychology*, vol. 3, pp. 616-628, 1996.
- [19] M. F. Scheier, and C. S. Carver, "On the power of positive thinking: The benefits of being optimistic. *Current Directions in Psychological Science*", vol. 2, pp. 26-30, 1993.
- [20] J. H. Greenhaus, K. M. Collins, and J. D. Shaw, "The relation between work-family balance and quality of life". *Journal of Vocational Behavior*, vol. 63, pp. 510-531, 2003.
- [21] E. Diener, "What is positive about positive psychology: The Curmudgeon and Pollyanna". *Psychological Inquiry*, vol. 14, pp. 115-120, 2003.
- [22] A. B. S. Al-Fauzan, "Indahnya bersyukur. Bagaimana meraihnya?". Bandung: Marja. 2007.
- [23] M. E. P. Seligman, "Menciptakan kebahagiaan dengan Psikologi Positif". Bandung: Penerbit Mizan. 2005.
- [24] R. A. Emmons, and M. E. McCullough, "Counting blessings versus burdens: An experimental investigation of gratitude and subjective well-being in daily life." *Journal of Personality and Social Psychology*, vol. 84, pp. 377-389, 2003
- [25] M. E. P. Seligman, "The Past and Future of Positive Psychology." In C.L. Keyes & J. Haidt (Eds.). *Flow Positive Psychology and The Life Well-Lived* (pp. xi-xx). Washington, DC: American Psychological Association, 2003.
- [26] H. Puspitawati, M. Simanjuntak, and L. Hayati. "Kontribusi Ekonomi dan peran ganda perempuan serta pengaruhnya terhadap kesejahteraan subjektif." *Jurnal Ilmu Keluarga & Konsumen*, vol. 5, pp. 11-18, 2002.

Female Teachers' Subjective Well-Being from the Aspects of Gratitude, Optimism, and Work-Family Balance

ORIGINALITY REPORT

6%

SIMILARITY INDEX

PRIMARY SOURCES

- 1 download.atlantis-press.com 56 words — 2%
Internet
- 2 Nina Zulida Situmorang. "THE CORRELATION OF SELF-EFFICACY AND PEER SUPPORT TOWARDS ANXIETY PRECEDING FINAL EXAMINATIONS FACED BY 9TH GRADERS IN YOGYAKARTA", Humanities & Social Sciences Reviews, 2019 21 words — 1%
Crossref
- 3 Chack Kie Wong, Ka Ying Wong, Bong Ho Mok. "Subjective Well-Being, Societal Condition and Social Policy – The Case Study of a Rich Chinese Society", Social Indicators Research, 2006 16 words — 1%
Crossref
- 4 Ye Chen, Zhibin Lin, Raffaele Filieri, Ran Liu. "Subjective well-being, mobile social media and the enjoyment of tourism experience: a broaden-and-build perspective", Asia Pacific Journal of Tourism Research, 2021 16 words — 1%
Crossref
- 5 D. A. Perwitasari, S. Urbayatun. "Treatment Adherence and Quality of Life in Diabetes Mellitus Patients in Indonesia", SAGE Open, 2016 12 words — < 1%
Crossref

6 aicosh.uin-suka.ac.id
Internet

10 words — < 1%

7 dokumen.pub
Internet

8 words — < 1%

8 link.springer.com
Internet

8 words — < 1%

9 www.nobascholar.com
Internet

8 words — < 1%
