

Teacher Self-Efficacy as a Mediator Between Social Support and Well-Being: The Role of Demographics in Islamic Private Elementary Schools Toward SDG 3

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Abstrack

This study examines the role of teacher self-efficacy as a mediator between social support and occupational well-being among teachers in Islamic private elementary schools, within the framework of SDG 3 (Good Health and Well-being). A quantitative, cross-sectional design was employed, involving 221 teachers from nine districts in East Java Province, Indonesia. Data were collected using validated scales for occupational well-being, social support, and teacher self-efficacy, and analyzed using structural equation modeling (SEM). The results confirm that social support significantly influences teachers' occupational well-being, but only through the full mediation of teacher self-efficacy ($p < 0.05$). The direct effect of social support on well-being was not significant. Furthermore, demographic factors—including age, gender, income, educational background, and certification status—did not show significant moderating effects on either self-efficacy or occupational well-being ($p > 0.05$). These findings underscore that self-efficacy is a critical internal mechanism translating external support into improved well-being, regardless of demographic differences. The study contributes to the JD-R Model and Self-Determination Theory by extending their application to faith-based educational settings. Practically, enhancing teacher self-efficacy through targeted training and supportive policies is essential for improving teacher welfare, which in turn supports the achievement of SDG 3 at the institutional and community levels.

Keywords: social support, teacher self-efficacy, occupational well-being, islamic school

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INTRODUCTION

Late 20th-century positive psychology, pioneered by Martin Seligman, highlighted the importance of promoting well-being to enhance general functioning and Life satisfaction. Positive psychology emphasizes the importance of positive emotions, meaning in life, and achievement as key factors in increasing life satisfaction. This concept includes aspects such as gratitude, resilience, optimism, and happiness in living daily life (Fahlevi et al., 2022). In the context of education, the application of positive psychology can help teachers develop a growth mindset, build healthy social relationships, and find meaning in their profession (Togatorop, 2024). Thus, high life satisfaction will affect teacher well-being. The presence of good teacher well-being can increase teacher motivation and performance. Teachers who feel valued and supported tend to be more enthusiastic in teaching and more effective in delivering subject matter (Ilmansyah & Trihantoyo, 2022). Other researchers have also identified benefits from teacher well-being, including reduced stress levels and increased work engagement. (Heidari et al., 2022), and high levels of work engagement (S. Chen & Tang, 2024). Teachers with a higher rate of well-being appear to enjoy more harmonious teacher-student relationships and provide students a greater sense of well-being (Harding et al., 2019).

Well-being is assessed using affective factors, such as positive and negative affect, and cognitive factors, such as work satisfaction. Teacher well-being is more often interpreted as job satisfaction, also known as occupational teacher well-being (Dreer, 2023). Occupational teacher well-being is a component of well-being that focuses on teachers' welfare in the work environment (Rizky & Sadida, 2019). Collie, in his research article, defines occupational well-being as a multidimensional construct describing positive functioning at work, encompassing aspects such as job satisfaction, emotional health, and the overall quality of the work environment (Collie et al., 2020). Occupational well-being discusses the reciprocal relationship between the demands of work and the resources owned by workers (Jellis et al., 2021). Studies on workers' well-being have indeed been discussed quite often, especially among teachers, but each previous study has used different theoretical approaches, methods, and measures, and has focused on variables such as burnout, job satisfaction, work stress, and others (Hascher & Waber, 2021). This study tries to explain well-being in teachers with the theory of occupational well-being, which is associated with several psychological variables as well as demographic variables that exist in individuals.

According to Winwood, professions that require communication and service activities tend to have high levels of stress, including teachers (Potter, 2021). Teachers are one of the professions that often experience pressures related to learning, which in turn has a negative impact on teachers' health (Embse et al., 2019; Agyapong et al., 2022), and continues to have an impact on students' mental health and learning process (Karabatak & Alanoglu, 2019). For example, a previous study conducted in West Africa found that 31.5% of teachers' severe stress was attributable to workload, work environment, and interpersonal relationships (Agbesi et al., 2023). In addition, 73% of teachers wanted to leave their jobs (Assaf & Antoun, 2024). This is strengthened by the results of a study conducted in Gresik, which showed that almost all (84%) of teachers' workload is in the heavy category, and teacher work fatigue is almost half (42%) in the high category (Prihatini & Inayah, 2023). According to data on teacher stress in Banyuwangi, 51.5% of teachers are at high risk for work-related stress, 15.4% are at moderate risk, and 33.3% are at low risk (Perwiraningsih, 2020). The role of teachers is



challenging, requiring high dedication, and they are responsible not only for teaching but also for supporting students' personal development and contributing to the improvement of the quality of education in schools (Keiler, 2018). Teachers also feel pressure from superiors (e.g., principals) and subordinates (e.g., students and parents), which adds to the demands of their work (Zee, 2025). Burnout is one of the main reasons why teachers who are on duty leave their profession in large numbers globally (Li et al., 2022; OECD, 2020). This proves that the welfare of teachers remains a crucial issue that must receive serious attention.

An initial survey was also conducted by researchers, collecting data on elementary school teachers under the auspices of Muhammadiyah in Sidoarjo and Gresik Regencies, as well as the city of Surabaya, with 117 teachers willing to complete the scale. The results of the initial survey showed that although some teachers had good occupational well-being, around 30% had low occupational well-being compared with their colleagues. Furthermore, around 32% of teachers still show low enthusiasm, and around 42% are still underprepared and less productive. The other 22% tend to have a low desire to develop their skills. These findings are in line with other research that revealed that teacher well-being reported in January 2024 was 63% worse than adult worker welfare in 2021 by 51%. The factors that contribute to the decline in occupational teacher well-being include difficulty managing student behavior, low salaries, and administrative work outside of teaching (Doan et al., 2024). In addition, the low level of occupational teacher well-being is also felt by teachers in the United Kingdom, which arises from the onset of anxiety by 45% and the rate of depression by 29% (Support, 2020).

Although many previous studies have examined issues related to teacher well-being, such as burnout, job stress, job satisfaction, and religiosity, most of these investigations were conducted in a partial manner, focusing on single variables or on more general, often secular, educational contexts. There is still a lack of research that integratively explores how social support, self-efficacy, and demographic factors (e.g., age, length of service, gender, marital status) interact to influence teacher well-being. This gap becomes even more pronounced in the context of Islamic schools, which have distinctive characteristics, including strong religiosity, embedded moral-spiritual expectations, and unique social demands compared to general schools.

Therefore, this study offers several dimensions of novelty. First, it seeks to integrate psychological variables (social support and self-efficacy) with demographic factors to provide a more comprehensive explanation of teachers' occupational well-being, which has rarely been addressed in previous studies. Second, it focuses specifically on the context of Islamic elementary schools within Muhammadiyah, thus contributing empirical evidence to a religion-based education system. Third, the study explicitly links teacher well-being not only to individual and institutional outcomes, but also to the global agenda of the Sustainable Development Goals (SDG 3: Good Health and Well-being). This highlights that efforts to improve teacher well-being have far-reaching implications for mental health, educational quality, family welfare, and broader community contributions.

Occupational teachers' well-being is an important factor affecting individual performance and satisfaction in carrying out their duties. Several research models show that one of the internal factors that can shape occupational teacher well-being is self-efficacy (Sabouripour et al., 2021; Rippon et al., 2022). Bandura defined self-efficacy as the belief in one's ability to mobilize the necessary motivation, cognitive resources, and actions to meet specific situational requirements (Abun et al., 2021). In the context of



education, the idea of self-efficacy is referred to as teacher effectiveness. It is based on the teacher's belief in his ability to handle classroom challenges, overcome instructional difficulties, and influence students' learning outcomes. (Ulum et al., 2024). In addition, other research besides self-efficacy that discusses occupational teacher well-being shows that one of the external factors that affect teacher well-being is the level of teacher religiosity. Religiosity provides mental and emotional strength, increases motivation, and creates a more positive school climate (Ansyah et al., 2024). This helps teachers maintain a balance between their personal and professional lives and improves their overall psychological satisfaction and well-being. Teachers with high Levels of religiosity tend to put more effort into carrying out their duties, which positively impacts stress management and interpersonal relationships at school, thereby strengthening the social support factors that play a role in managing work stress (Zhang et al., 2020).

Social support is one of the resources available to teachers when faced with multiple work demands that can cause stress (Fiorilli et al., 2019). Social support itself can have an impact on an individual's life, including health, such as life expectancies, cardiovascular health, and immune system, to cognitive abilities possessed by the individual (Zanjari et al., 2022). Social support can be defined as a social resource available to an individual, provided by an individual or a group, either formally or informally (Gottlieb & Bergen, 2020). Although social support itself has several other definitions proposed by several previous researchers, there is a common characteristic of the definition, namely the availability of external support for the individual's social relationships (Duan et al., 2019). Social support is one of the resources owned by teachers, so it is assumed that it can affect occupational teacher well-being. A study Mahmood (2024) conducted on 120 teachers in Sulaymaniyah showed that every unit of increasing social support will have an impact on improving teacher welfare by 0.330 units. In this case, social support is able to foster a sense of belonging, which in turn can increase feelings of happiness and purpose in work. These results are in line with the results of a study by Amin et al (2024) which shows the social support provided by the teacher's environment will have a positive impact on the teacher's welfare.

The teaching process in the classroom is influenced by the skills and values of the teaching profession. Teachers need more than just social support throughout implementation. According to some literature, teachers' well-being might be influenced by self-efficacy (Ortan et al., 2021). The self-efficacy of a teacher is the belief in their ability to teach, which is based on Bandura's behavior modification theory and social cognitive theory (VanderWeele et al., 2020; Weziak-BialowoIska et al., 2020). The self-efficacy of instruction correlates with student performance, job satisfaction, and emotional development, up to burnout. ((Singh et al., 2019); (Aryanti et al., 2020)). Teaching self-efficacy is important

because it is related to enthusiasm and commitment to work, as well as related to social support (Karabatak & Alanoglu, 2019; Agyapong et al., 2022; Carroll et al., 2022). Previous research has shown that teaching self-efficacy is positively associated with occupational teacher well-being. This is attributed to how teachers overcome work difficulties, which contributes to strengthening teachers' mental health and job satisfaction, thereby strengthening their professional roles (Reppa et al., 2023). High self-efficacy teaching will serve as a personal resource that impacts the overall creation of positive emotions. Meanwhile, low teaching self-efficacy tends to make it easier for teachers to experience higher stress, which they are unable to overcome it (Muenchhausen et al., 2021).



Demographic data can also affect occupational teacher well-being. There are differences in the reactions of men and women to stress (Katsantonis, 2020). In addition, based on educational background, it was found that teachers with higher education had more resources and provided better teaching, but they reported lower well-being and health compared to teachers with lower education (Kwon et al., 2020). In addition to gender and educational background, age can also affect job satisfaction when it is related to extrinsic characteristics of work, such as working conditions and hours (Ortan et al., 2021). Therefore, some demographic data can affect the occupational well-being of teachers. Teacher welfare is a form of individual well-being, one of the achievement programs that the United Nations and its member countries are working on under the Sustainable Development Goals (SDG) program. Well-being for all groups is the main achievement goal listed in SDG number 3 "Ensure Healthy Lives and promote well-being for all ages" (Martin, 2019). Therefore, this research is included to contribute to these achievements by explaining phenomena related to occupational well-being among teachers and teaching staff.

The dynamics among the variables in this study can be explained through the Job Demands–Resources (JD-R) Model and Self-Determination Theory (SDT). According to the JD-R framework, occupational well-being is influenced by the interaction between job demands and job resources. Job demands, such as time pressure, role conflict, and a negative work climate, tend to increase stress. Religious and spiritual aspects may also present challenges when value conflicts arise. In contrast, job resources, including autonomy-supportive leadership, positive relationships with students, social support, and self-efficacy, serve as protective factors against the adverse effects of job demands. Furthermore, professional competence, job crafting ability, organizational support, intrinsic motivation, and achievement all contribute to teacher well-being and work engagement (Silva et al., 2023).

In addition, the Organismic Integration Theory (OIT), a sub-theory of SDT, explains how extrinsic motivation can develop through internalization and the transformation of external values into an integral part of the individual (Deci & Ryan, 1985). This process of internalization is crucial for demonstrating how extrinsic motivation can positively influence, or even support, intrinsic motivation. High levels of motivation are associated with stronger intentions to engage in teaching activities, which in turn lead to improved educational outcomes. Understanding and fostering self-motivation, along with creating a supportive work environment, ultimately enhances teacher well-being (Abidin et al., 2017; Nadyanti & Dewi, 2024).

Based on the presentation of the phenomenon and a brief study of the variables in this study, the author intends to measure the influence of social support on the occupational well-being of elementary school teachers from Islamic-based private schools, with teacher self-efficacy as a mediator. As well as describing its relationship with several demographic aspects, including age, gender, job wages, educational background, and certification status. This research is a development of the research model conducted by Amin et al (2024). The difference and novelty value of this study is that this study tries to explain the condition of the psychological well-being of elementary school teachers from the perspective of Occupational Well-being, while the study is related to the Subjective Well-being variable. In addition, there are differences in the measuring instruments used to measure the level of social support, so that it will represent different forms of answers. The next novelty is that this study examines well-being in the context of the teaching profession, a topic that is still rarely discussed from the perspectives of



positivism and well-being psychology, and is reinforced by the conditions of work for teachers, who face one of the most stressful professions. In addition, the novelty of this study lies in its integrative approach, which combines the variables of social support, self-efficacy, and demographics into a single research model, thereby addressing existing gaps in the literature and providing practical recommendations in a faith-based social environment.

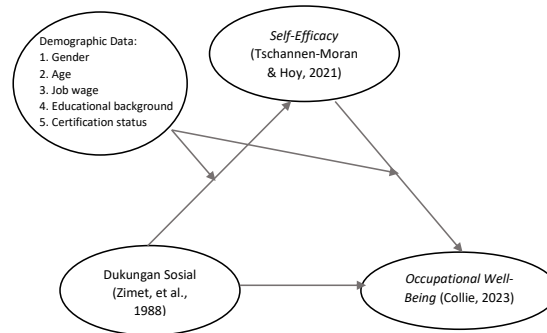


Figure 1. Hypothesis Model

The research hypothesis model is shown in Figure 1. Given the purpose of this study, the author's hypothesis is that social support, as a predictor, and teacher self-efficacy, as a mediator, associated with demographic aspects, have a strong relationship in explaining work well-being.

METHOD

This study employs a quantitative research methodology with a cross-sectional study design. In this study, the participants were elementary school teachers from Islamic-based private schools from 9 districts in East Java Province, namely Jember, Lamongan, Nganjuk, Malang, Surabaya, Ngawi, Sidoarjo, Gresik, and Bangkalan, totaling 221 participants. The sampling technique to be used in this study is accidental sampling, using an online Google Forms survey to collect data. This study consists of occupational teacher well-being as a dependent variable. Furthermore, the independent variables are teaching self-efficacy and social support. In this case, social support also serves as a mediator.

The instruments used in this study are the Tripartite Occupational Well-being Scale (Collie, 2023), the Multidimensional Scale of Perceived Social Support (MSPSS) (Zimet et al., 1988), and the Scale of Teacher Self-Efficacy (TSES) (Bandura, 2014). Linguists have adapted and translated the Multidimensional Scale of Perceived Social Support (MSPSS) and the Tripartite Occupational Well-Being Scale into Indonesian. And then a validity and reliability test will be carried out using JAMOVI version 2.6.26 to determine the feasibility of the measuring tool used in this study, while the Tripartite Occupational Well-being scale will refer to previous research conducted by Mariyati et al (2024) that has adapted the scale into Indonesian and has been declared valid and reliable.

Twelve items make up the Tripartite Occupational Well-Being Scale (Collie, 2023), which comprises three dimensions: subjective vitality, behavior-related engagement, and professional development. This scale uses a seven-point Likert scale, with response options ranging from "strongly disagree" (1) to "strongly agree" (7). The researcher then changed this to five possible responses, ranging from "strongly disagree" (1) to "strongly agree" (5). This modification was selected because the five-point scale



with answer options is more commonly used in research in Indonesia (Suasapha, 2020). Another consideration that is the reason for the modification is the Likert scale with five answer options that can accommodate the respondents' answers that are neutral or hesitant (Hertanto, 2017). The confirmatory factor analysis (CFA) showed an RMSEA of 0.041, with factor loadings ranging from 0.72 to 0.89. The results of the CFA using *JAMOVI* version 2.6.26 can be seen in Table 1.

Table 1.
 CFA Test Results on the Tripartite Occupational Well-being Scale

Factor	Indicator	Estimate	SE	Z	p	Stand. Estimate
SV	SV1	0.609	0.0504	12.1	<.001	0.725
	SV2	0.563	0.0439	12.8	<.001	0.756
	SV3	0.609	0.0393	15.5	<.001	0.858
	SV4	0.623	0.0378	16.5	<.001	0.891
BE	BE1	0.532	0.0431	12.3	<.001	0.736
	BE2	0.553	0.0447	12.4	<.001	0.737
	BE3	0.580	0.0362	16.0	<.001	0.876
	BE4	0.513	0.0345	14.9	<.001	0.836
PD	PD1	0.496	0.0406	12.2	<.001	0.742
	PD2	0.518	0.0397	13.0	<.001	0.776
	PD3	0.559	0.0398	14.1	<.001	0.818
	PD4	0.504	0.0379	13.3	<.001	0.787

Social support scale, the results were evaluated using the Multidimensional Scale of Perceived Social Support (MSPSS) (Zimet et al., 1988). This scale consists of twelve statements with seven possible answers, such as "Strongly disagree" (1) to "Strongly agree" (7). The statements are then divided into five possible answers, which are "Strongly disagree" (1) to "Strongly agree" (5). This scale describes support from three sources: family, coworkers, and a Life partner. The results of the confirmatory factor analysis (CFA) showed an RMSEA of 0.0001 and factor loadings ranging from 0.66 to 0.91. The CFA's findings are presented in Table 2.

Table 2.
 CFA Test Results on the Perceived Social Support Scale

Factor	Indicator	Estimate	SE	Z	p	Stand. Estimate
SO	S01	0.718	0.0472	15.22	<.001	0.850
	S02	0.752	0.0476	15.81	<.001	0.869
	S03	0.761	0.0447	17.03	<.001	0.907
	S04	0.713	0.0467	15.27	<.001	0.848
K	K1	0.560	0.0437	12.80	<.001	0.774
	K2	0.548	0.0372	14.72	<.001	0.856
	K3	0.586	0.0515	11.38	<.001	0.718
	K4	0.484	0.0472	10.26	<.001	0.657
R	R1	0.481	0.0440	10.93	<.001	0.724
	R2	0.608	0.0560	10.87	<.001	0.719
	R3	0.520	0.0509	10.22	<.001	0.696
	R4	0.524	0.0537	9.76	<.001	0.665



The Teacher Sense of Self-Efficacy Scale (TSES) (Bandura, 2014) is used to measure self-efficacy. This scale describes three aspects of self-effectiveness in the classroom: the coherence of student involvement, instructional strategies, and class management. On a scale from 1 to 9, where 1 = "nothing" and 9 = "very much," you miss the teachers' faith in their teaching abilities. The researcher further modified this scale into five response options, specifically "strongly disagree" (1) and "strongly agree" (5). RMSEA = 0.063 is the test value for the confirmation factor (CFA) when the loading factor ranges from 0.71 to 0.83. Table 3 presents the results of the CFA calculation.

Table 3.

CFA Test Results on the Self-efficacy Teaching Scale

Factor	Indicator	Estimate	SE	Z	p	Stand. Estimate
ES	ES1	0.643	0.0466	13.8	<.001	0.794
	ES2	0.638	0.0437	14.6	<.001	0.823
	ES3	0.595	0.0412	14.4	<.001	0.817
	ES4	0.577	0.0480	12.0	<.001	0.718
EI	EI1	0.552	0.0447	12.3	<.001	0.734
	EI2	0.665	0.0487	13.6	<.001	0.788
	EI3	0.594	0.0429	13.8	<.001	0.795
	EI4	0.607	0.0404	15.0	<.001	0.839
EC	EC1	0.659	0.0534	12.3	<.001	0.734
	EC2	0.562	0.0453	12.4	<.001	0.736
	EC3	0.670	0.0448	15.0	<.001	0.838
	EC4	0.653	0.0437	14.9	<.001	0.836

The CFA results indicated that all measurement instruments used in this study were found to be a good fit. The determination of the results was based on the convergent validity score on all instruments tested using the calculation of Average Variance Extrated (AVE) with a score of more than 0.5 which means that it has good convergence. In addition, to assess the instrument's reliability, the instrument is considered reliable if it shows a composite reliability (CR) value of more than 0.70. The results of the AVE and CR tests on all instruments are shown in Table 4.

Table 4.

CFA Test Results on the Self-efficacy Teaching Scale

Instrument	CR	AVE	Result
Tripartite Occupational Well-being Scale	0,928	0,625	Reliable
Multidimensional Scale of Perceived Social Support	0,925	0,60	Reliable
Teaching self-efficacy	0,946	0,618	Reliable

The relationship between social support, teacher effectiveness, demographic factors, and professional well-being among Muhammadiyah's elementary school teachers is examined through the use of structural equation modeling (SEM). Because it could simultaneously analyze both direct and indirect relationships between variables, the SEM analysis was used to examine the role of social support as a mediator in the relationship between teachers' effectiveness and professional well-being. By using SEM, this study can provide a more thorough understanding of the factors influencing teachers' professional well-being and identify the key influencing factors in the proposed model. Figure 2 shows the model of the research hypothesis.



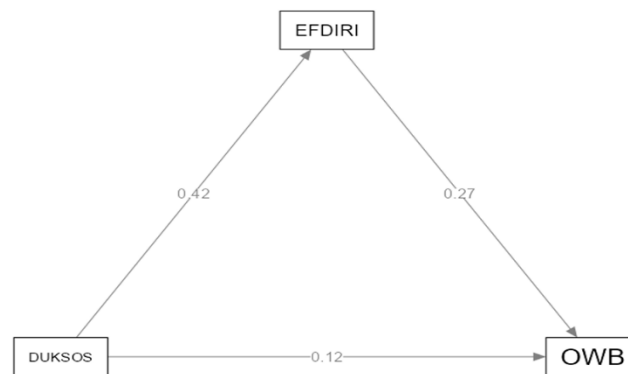


Figure 2. Occupational Well-Being Relationship Mode

RESULTS AND DISCUSSION

Results

The results of the mediation analysis showed that the indirect effect had an estimated value of 0.112 with a p-value < 0.001, which was significant. The percentage of mediation of indirect effects is 47.9%, indicating that almost half of the total effect is mediated. Meanwhile, the direct (direct effect) has an estimated score of 0.122 with a p-value of > 0.05, which means it is insignificant. The percentage of direct mediation is 52.1%. Although the direct percentage is higher than the indirect percentage, the direct score is not significant. These results suggest that both direct and investigative channels are used to explain the relationship between independent and dependent variables. The analysis's findings are displayed in Table 5.

Table 5.
 Mediation Analysis Results

Effect	Label	Estimate	SE	95% Confidence Interval		Z	p	% Mediation	
				Lower	Upper				
Indirect	$a \times b$	0.112	0.0311	0.0508	0.173	3.59	< .001	47.9	
Direct	c	0.122	0.0677	-	0.0111	0.254	1.80	0.072	52.1
Total	$c + a \times b$	0.233	0.0669	0.1022	0.364	3.49	< .001	100.0	

The relationship between variables and the mediation pathway is also explained in the path analysis's findings, which demonstrate that social support significantly improves the effectiveness of the teaching force (estimate: 0.361, p-value: <0.001). The path analysis results also show no meaningful correlation between social support and professional well-being (estimate: 0.102, p-value: 0.106). These findings demonstrate that social support influences professional well-being both directly through connections and indirectly through teaching staff self-efficacy. The results of these tests are shown in Table 6.



Table 6.
 Path Analysis Results

			95% Confidence Interval						
		Label	Estimate	SE	Lower	Upper	Z	p	
EFDIRI	→	OWB	a	0.275	0.055 1	0.167 1	0.383	4.9 9	<.00 1
DUKSO S	→	OWB	b	0.102	0.063 3	- 0.022 0	0.226	1.6 1	0.106
DUKSO S	→	EFDIR I	c	0.361	0.073 4	0.217 3	0.505	4.9 2	<.00 1

This study also conducted a moderation analysis to determine whether demographic factors such as age, gender, job wages, and educational background provide a moderation effect on the mediating role of self-efficacy on the effect of social support on occupational well-being. The results of GLM Mediation analysis using JAMOVI version 2.6.26 found that demographic data, including age, gender, employment wages, educational background, and teacher certification status, did not show a significant moderation effect. This is indicated by a p-value > 0.05, as shown in Table 7. This means that the mediating role of self-efficacy in the effect of social support on the occupational well-being of Muhammadiyah elementary school teachers, when examined by age, gender, job wages, and educational background, does not differ. Regardless of the difference in age, gender, income level, educational background, and certification status, a teacher needs to optimize his self-efficacy. Strengthening self-efficacy will play an important role in increasing the indirect influence of social support on achieving optimal occupational well-being.



Table 7.
 Moderation Effect Test

Moderator	Interaction	Estimate	SE	Lower	Upper	β	z	p
Gender	Gender:EFDIRI ⇒ OWB	0,511	0,122	-0,188	0,29	0,1747	0,42	0,675
	Duksos:Gender ⇒ EFDIRI	-0.1677	0.166	-0.493	0.158	-0.0642	-1.010	0.312
Age	Age:EFDIRI ⇒ OWB	-0,0458	0,0543	-0,152	0,0606	-0,3874	-0,844	0,399
	Duksos:Age ⇒ EFDIRI	0.0136	0.0635	-0.111	0.1382	0.0132	0.215	0.830
Work Wages	Work Wages:EFDIRI ⇒ OWB	-0.00959	0,0387	-0,0855	0,0663	-0,0949	-0,248	0,0804
	Duksos:Work Wages ⇒ EFDIRI	0.00720	0.0538	-0.0982	0.1126	0.00867	0.134	0.893
Educational Background	Educational Background:EF DIRI ⇒ OWB	-0,0803	0,137	-0,349	0,189	-0,2979	-0,585	0,558
	Duksos:Educati onal Backround ⇒ EFDIRI	-0.1668	0.209	-0.577	0.243	-0.0615	-0.798	0.425
Certification Status	Certification Status:EFDIRI ⇒ OWB	-0.02897	0.111	-0.247	0.189	-0.12097	- 0.260 6	0.794
	Duksos:Certific ation Status ⇒ EFDIRI	0.07324	0.143	-0.206	0.353	0.03295	0.513 3	0.608

Discussion

The findings of this study demonstrate that social support is not statistically sufficient when directly linked to professional well-being, as it is perceived to be mediated by the effectiveness of teaching staff. This indicates that a combination of high self-efficacy and appropriate social support is a factor contributing to teachers' well-being at work. When teachers have a great deal of faith in their abilities, can handle workplace tasks and challenges, and receive positive support, they experience lower levels of stress, which has implications for teachers' occupational well-being (Ahmad, 2020). These results are in line with the findings of another study, which reports a significant positive correlation between teacher self-efficacy and social support. The existence of adequate social support will increase the self-efficacy of teachers in the sustainability of the profession as a teacher (X. Chen et al., 2020). Strengthened by the results of a study conducted by Jaguaco et al (2022), the study indicates that both self-efficacy and social support can significantly predict the quality of life at work. These findings highlight the value of social support as an external factor that can strengthen an individual's confidence



in his abilities (self-efficacy), which has a positive impact on well-being and work performance.

Social support plays an important role in improving teachers' occupational well-being. This support includes emotional, instrumental, informational, and friendship assistance that individuals receive from the surrounding environment (Suryani & Widyastuti, 2023). With adequate social support, teachers can feel more appreciated, motivated, and better equipped to overcome challenges in their work, thereby improving their overall well-being (Ibda, 2023). Social support not only improves teachers' subjective well-being but also enhances their teaching performance. Teachers who receive support tend to be more motivated and show a higher commitment to their tasks (LU et al., 2023).

Social support helps mitigate the negative impact of high workloads. Teachers who feel support from their surroundings tend to be more satisfied with their work and have a lower risk of burnout (Fernández-Castillo & Fernández-Prados, 2022). These findings are in line with a study conducted by Yu et al (2024), which examines the influence of work involvement on teachers' work welfare by considering the perceived role of organizational support. The results of this study reveal that work involvement can improve teachers' welfare through organizational support. Furthermore, research by Masoom (2021) found that the organizational support felt was able to minimize the work stress felt by teachers. This suggests that teachers with strong organizational support tend to experience lower levels of stress, which in turn is able to contribute to better job well-being.

Occupational well-being reflects behavioral involvement related to attitudes demonstrated in the work environment as well as professional development related to improving skills in carrying out tasks in the workplace (Collie, 2024). In addition, social support is a key element that can be incorporated into workplace design. Self-efficacy, or the belief in one's own ability to do tasks, is another factor that influences one's ability to face challenges in the work environment (Panigrahy et al., 2021). Self-efficacy contributes to the psychological well-being of teachers. A high degree of self-efficacy enables teachers to manage work pressure more effectively, foster positive relationships with students, and maintain motivation in the classroom. This is consistent with earlier research findings that suggest highly effective teachers are better able to control their emotions, which contributes to improved psychological well-being (Xiyun et al., 2022). Teachers with high self-efficacy tend to be more resilient in the face of challenges, more confident in decision-making, and to have lower levels of stress than those with low self-efficacy (Azizah & Ifdil, 2023).

The relationship between occupational well-being and teacher self-efficacy can be explained by Self-Determination Theory (SDT) proposed by Deci and Ryan. This theory emphasizes that the fulfillment of three basic psychological needs, namely autonomy, competence, and connectedness, plays an important role in increasing teachers' intrinsic motivation, confidence, and psychological well-being. When teachers feel that they have control over work (autonomy), feel that they are able to face professional demands (competence), and have positive relationships with colleagues and students (relatedness), then their self-efficacy and occupational well-being will increase significantly (Wei et al., 2024). Fulfilling these needs not only has an impact on more optimal work performance but also strengthens teachers' psychological resilience in the face of work pressure (Diluggo, 2023). This dynamic is strengthened by the internalization process, where extrinsic motivations such as recognition from superiors,



work demands, or societal expectations can be integrated into the teacher's intrinsic motivation. When extrinsic motivation is aligned with the teacher's personal values and professional goals, it can foster more autonomous and sustainable motivation (Deci & Ryan, 2020). This process greatly strengthens teachers' psychological resilience, increases job satisfaction, and supports optimal performance in carrying out daily tasks. Thus, it can be said that a supportive work environment can form teachers who are more confident, emotionally prosperous, and highly committed to their profession.

This study also shows that approximately 68% of teachers' occupational well-being still needs improvement (still predominantly in the medium to low category). The percentages of teachers' occupational well-being problems across dimensions are also not significantly different: the highest is in the behavioral engagement dimension at 64%, followed by the professional growth and subjective vitality dimensions at 62% and 59%, respectively. This means that currently, professional demands in the workplace are still too high and affect teacher well-being, especially for teachers in Islamic-based private elementary schools. This is reinforced by research by Embse et al. (2019) and Agyapong et al (2022), which found that teachers often experience learning-related stress, ultimately impacting their well-being.

The findings also revealed that Demographic information such as age, gender, income, and educational background did not appear to be significant in regulating the relationships between teachers' self-efficacy and professional well-being. This indicates that demographic factors are not strong enough to change or influence the strength of the relationships between individual beliefs (self-effectiveness) and the level of job well-being. This insignificance can be explained by the view that self-efficacy and occupational well-being are internal psychological constructs that tend to be influenced more by personal experience, social support, and working conditions than by demographic attributes that are more fixed and not easily changed (Zarza-Alzugaray et al., 2020). This is reinforced by the results of previous studies that prove that self-efficacy significantly reduces the impact of work stress on work well-being, while demographic factors do not show a significant influence of moderation (Rafiei et al., 2024). In addition, the research results show that demographic factors and remuneration do not significantly influence teachers' work motivation.

The results of this study are inconsistent with other studies that found a significant effect of demographic data on self-efficacy and occupational well-being. In terms of age, Yuntari et al (2021) found that the level of well-being was higher felt by young workers than older workers ($F= 2,63, p<0,05$) because older workers tend to need more social support to be able to adapt to rapid changes in the workplace and maintain a balance between the demands of their work and personal lives. In the aspect of gender, the results of previous studies also found that higher well-being was felt by women's gender as a result of women emphasizing the importance of a psychologically safe work environment, such as job satisfaction, safety, and happiness at work, as well as paying attention to work-life balance (Faghihi et al., 2024). Meanwhile, high self-efficacy is more commonly reported by men because they tend to have higher self-confidence, which can reinforce the belief that they are superior to others. On the other hand, women are more likely to make more objective self-assessments (Thaler, 2021).

Furthermore, the difference in the results of this study is also supported by other findings indicating that the existence of an appropriate wage will affect the level of occupational well-being and high self-efficacy. One of them is the result of a 2024 survey conducted by the Rand Corporation, which states that teachers' welfare is significantly



influenced by adequate compensation. The existence of adequate compensation will make teachers feel that the time spent teaching is proportional to the income received which will ultimately improve the welfare of teachers (Doan et al., 2024). Appropriate compensation will affect a number of job satisfaction, which is a crucial aspect for the teaching profession.

The results of previous studies show that good managerial support and adequate income play an important role in increasing the motivation and job satisfaction of educators (Perdizo & Tantiado, 2025). Furthermore, the research conducted Dwi et al (2023) also revealed that the level of occupational well-being and good self-efficacy in teachers is also influenced by the educational background that the teacher has. A strong educational background provides teachers with greater knowledge, skills, and confidence in facing various challenges in the school environment, thereby increasing their perception of self-competence and job satisfaction (Dwi et al., 2023). This is reinforced by the results of previous studies showing that academic and methodological training obtained during formal education contributes positively to teachers' self-efficacy and well-being in the work environment (Arias-pastor et al., 2024). In addition to teachers' working wages and educational backgrounds, another study finds that teacher certification status also affects teachers' high self-efficacy and well-being. This is in accordance with research conducted by Izquierdo et al (2025) that certification programs have been proven to be successful in improving the well-being and self-efficacy of teachers. This result can be seen from a considerable increase, from 31% to 55%. Teacher certification positively impacts teacher competence, motivation, and performance. This increase also contributes to financial and psychological aspects, thereby improving the welfare of teachers (Nawawi, 2022).

The difference between the results of this study and the previous researcher can be a novelty value of the research and shows that the context, characteristics of the respondents, and the methodological approach used have an important role in influencing the findings. It also emphasizes that psychological phenomena such as self-efficacy and occupational well-being are complex and dynamic, so the results can vary depending on the social environment, organizational culture, and working conditions surrounding the research participants.

CONCLUSION

This study demonstrates that teacher self-efficacy fully mediates the relationship between social support and occupational well-being, reinforcing Bandura's concept of self-efficacy while extending the Job Demands–Resources Model and Self-Determination Theory to Islamic schools in Indonesia. However, the sample was limited to Muhammadiyah elementary school teachers, restricting generalizability, and no significant moderating effects of demographic factors were found. Future research should therefore include more diverse samples, integrate additional variables such as resilience, school leadership, and teacher–student relationships, and employ longitudinal designs. At the micro level, teachers and school management can jointly implement systematic self-development initiatives such as training, workshops, and structured tasks to strengthen self-efficacy and foster a supportive school climate. At the macro level, the Ministry of Education and religious organizations should promote professional training, supervision, and recognition policies that prioritize teacher self-efficacy to build sustainable motivation and resilience. Ultimately, improving teacher well-being is not merely an educational internal matter but an integral part of achieving SDG 3, as it enhances mental



health, family welfare, and community engagement, making it a critical strategy for both national education quality and global sustainable development.

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