



Effect of Gratitude and Self-Efficacy on the Subjective Well-being of Kindergarten Teachers

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Abstract

The heavy workload of kindergarten teachers is the main cause of physical and emotional fatigue and decreased job satisfaction. Therefore, it is important to consider the subjective well-being of kindergarten teachers. This study aimed to determine the effect of gratitude and self-efficacy on subjective well-being among kindergarten teachers. This study included 128 samples of kindergarten teachers whose data were measured by the Gratitude Questionnaire-6 (GQ-6), General Self-Efficacy Scale, Satisfaction with Life Scale (SWLS) and the PANAS. The results of multiple linear regression analysis were $R=0.881$, $F=216.102$, $P=.000 < 0.01$. The results of this research show that gratitude and self-efficacy have a significant effect on the subjective well-being of kindergarten teachers. The findings of this research indicate that gratitude and self-efficacy are able to help individuals have a positive view of the challenges they face, which will encourage individuals to experience affective experiences.

Keywords: Gratitude, self-efficacy, subjective well-being, kindergarten teacher.

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Introduction

Kindergarten teachers play an important role in education because kindergarten is the starting point and foundation of a person's education. Compared to teachers at other levels of education, kindergarten teachers, as the main educators who organize and carry out educational activities, have a heavy workload and great pressure (Pan et al., 2022). In general, the teacher's job is not only to provide knowledge to students but also to serve as a guide, trainer, facilitator,

advisor, manager, motivator and caregiver (Yestiani & Zahwa, [2020](#)). All kinds of pressure are concentrated in the daily lives of kindergarten teachers, so that the greater the work pressure they feel is, the more negative emotions they feel ([Shapoval, 2019](#)). Teachers' negative emotions can cause physical and emotional fatigue as well as decreased life satisfaction and subjective well-being. If kindergarten teachers lack subjective well-being at work, this will have a negative impact on work morale. As one of the reference objects for student learning and growth, a healthy and happy kindergarten teacher's psychological state and explicit behavior will directly influence students' physical and mental health and learning styles ([Skaalvik & Skaalvik, 2011](#)).

Kindergarten teachers' subjective well-being is also influenced by compensation factors ([Istiqomah, 2021](#)). In this case, kindergarten teacher compensation is one of the most frequently discussed topics, which is not a surprising finding. When examining teacher compensation in relation to well-being, it is important to consider more than just a teacher's hourly wage or compensation. Low compensation has been a serious and long-standing problem for kindergarten teachers that impacts job satisfaction and mental health, both of which are important factors in subjective well-being. Based on previous research findings, [Benevene et al. \(2018\)](#) stated that teacher compensation greatly influences life satisfaction and mental health.

The material appreciation of the teaching profession in Indonesia is still quite low, and many teachers live below the poverty line ([Maulana, 2022](#); [Nande & Amrin, 2018](#)). The problems of teachers in Indonesia are very complex, including the existence of teachers who are sometimes ignored or underappreciated, both by the government and the schools where they teach. [Mubin and Masruri \(2020\)](#) suggest that many kindergarten teachers are often seen as mere school administrators, and their needs are often ignored. Working in such an environment can reduce teacher job satisfaction; therefore, teacher job satisfaction must be met so that teachers are motivated to work more enthusiastically, not only to fulfill their rights and obligations but also to improve the educational environment where they teach ([Nisa et al., 2023](#)).

Strong subjective well-being can motivate individuals to develop their abilities optimally. Likewise, if a teacher feels prosperous, he or she will make optimal efforts to develop and improve his or her professional abilities to achieve educational goals in accordance with his or her duties (Hidayat & Albab, [2023](#)). Well-being will make teachers willing to be actively involved through participation in the workplace, have a positive attitude toward work, minimize absenteeism, have positive future career ambitions, and provide learning experiences for students that can develop and shape character and bring happiness to them (Carr, [2016](#)). In addition, teachers who have prosperity will experience positive emotions toward their students so that they can serve as a reference for a pleasant learning process (Hidayat & Albab, [2023](#)). SWB is very important for teachers and plays an important role in maintaining a healthy and productive educational environment (Carroll et al., [2021](#)).

One of the core constructs of positive psychology is subjective well-being (Yurayat & Seechaliao, [2021](#)). Subjective well-being is often cited as a contributor to desirable outcomes such as personal physical and mental health (Rohrer & Lucas, [2020](#)). Acton dan Glasgow ([2015](#)) suggested that teachers' perceived well-being is defined as individual feelings of personal professional fulfillment, satisfaction, meaning, and happiness, which are formed in a collaborative process with workplace well-being as a positive evaluation of the components of one's work.

According to Maddux ([2018](#)), subjective well-being is a psychological concept that refers to the way people think and feel about what they have and what has happened. One of the factors that can trigger the onset of subjective well-being is gratitude (Ayudahlya & Kusumaningrum, [2019](#)). Teachers who have a high level of gratitude are more likely to develop a sense of gratitude toward school leaders and educational authorities and can increase responsibility for their work (Hu et al., [2022](#)). Grateful teachers tend not only to seek incentives but also to find meaning in their work. In addition, teachers who are grateful will have more confident and positive attitudes toward facing and solving challenges at work, resulting in greater job satisfaction (Hu et al., [2022](#)).

The benefits of gratitude at work can increase productivity and work happiness (Cho, [2019](#); Garg et al., [2022](#)). Teachers who have gratitude will be motivated to be more engaged in their work and reduce the risk of burnout because teachers who have gratitude pay less attention to the demands of their work (Nicuță et al., [2022](#)). According to Fredrickson's "broaden and build" theory, gratitude can improve subjective well-being through the cognitive framework by changing perceptions of negative events to more positive ones and increasing positive attention, which results in better well-being. More grateful teachers are more attentive to the resources available in their schools, which in turn motivates them to stay engaged and reduces the risk of burnout symptoms. Research from Grover et al. ([2018](#)) suggests that gratitude can influence the way teachers evaluate the context of their work at school.

Cain et al. ([2018](#)) state that gratitude in the workplace is defined as the tendency to realize and appreciate the components of one's work that change and impact one's life. Grateful people prefer to appreciate the positive aspects of their workplace, respect the institution, and make friendships with colleagues an organizational identity (Cortini et al., [2019](#)). Gratitude has also been shown to improve teachers' mental health by reducing symptoms of problems such as difficulty concentrating, feeling useless, difficulty making decisions, dissatisfaction, and feelings of depression (Ika & Kustanti, [2018](#)).

In addition to gratitude, subjective well-being is closely related to self-efficacy in overcoming the stress experienced by kindergarten teachers. This finding is in accordance with Wang et al. ([2021](#)) the findings of , who reported that kindergarten teachers' self-efficacy is positively correlated with subjective well-being. Self-efficacy is a belief in one's own ability to solve problems efficiently and effectively. According to Loeb ([2016](#)), self-efficacy is a personal factor that can prevent the onset of stress in the workplace, which, if prolonged, will lead to burnout. Self-efficacy can affect individual motivation, work happiness, and overall success at work (Wallin et al., [2022](#)). Tinaz et al. ([2020](#)) state that people with high self-efficacy have confidence and the ability to solve problems at work. This self-efficacy is needed for a teacher because strong self-



confidence and ability can regulate how to think, act, and behave properly in overcoming problems that occur at work and in the work environment (Vettori et al., [2022](#))

In several previous journals, the context of this research was different from that of other research. Previous research conducted by Pratiwi & Ayriza ([2023](#)) examined the influence of quality of life and burnout on the subjective well-being of HIMPAUDI members. The results of the research he conducted revealed that the well-being of HIMPAUDI member teachers refers to a sense of happiness, so that they are able to build a good quality of life and minimize stress on themselves. Therefore, this research is novel in that it links gratitude and self-efficacy with the subjective well-being of kindergarten teachers. This research provides an overview of kindergarten teachers' subjective well-being, which is triggered by compensation and strategies used to make teachers feel positive emotions at work. Through this research, it is hoped that kindergarten teachers will not only focus on seeking financial rewards but also be more motivated to serve students well.

Therefore, this research aimed to determine the roles of gratitude and self-efficacy, which are positively correlated with the subjective well-being of kindergarten teachers. Specifically, this research aims to examine the simultaneous influence of gratitude and self-efficacy on kindergarten teachers' subjective well-being, especially in the context of the rights that kindergarten teachers should receive.

Method

Design

This research approach is a quantitative approach. Researchers design research starting with pre-observation. Initial observations were carried out by interviewing several kindergarten teachers. Researchers have also made basic assumptions regarding teachers' subjective well-being by examining the symptoms shown by several kindergarten teachers. Then, the researcher



developed his research framework. Researchers have given experimental scales to groups that resemble the research sample. Researchers analyzed experimental scale data by determining valid items. After that, the researcher reanalyzed the data from the research sample.

Participants

The population of this research included teachers in the Poso Pesisir Bersaudara District. The sampling technique for this research uses probability sampling. Through this technique, each school has the same opportunity to be selected as a research sample. The method in this research uses cluster random sampling, which is carried out by randomizing based on population area. Then, 128 respondents were randomly selected from this population as the research sample. The data were collected on October 23, 2023, and ended on October 31, 2023, using Google. Before continuing the questionnaire, respondents were required to read the attached informed consent form presented at the beginning of the Google Form. After agreeing to participate, respondents will be directed to access and complete the questionnaire.

Measurement

First, respondents were required to fill out an informed consent form as a sign that they were willing to participate in the study. The researchers prepared a Google form consisting of three items, namely, a gratitude scale consisting of 6 items. The self-efficacy scale consists of 10 items. Finally, the subjective well-being scale consists of 25 items. This study used three scales, namely, the gratitude scale, self-efficacy scale, and subjective well-being scale. The scale method used is the summated rating method with a procedure where the subject chooses one statement that appropriately describes the situation the teacher feels.



Gratitude scale

Gratitude was measured using the Gratitude Questionnaire-6 (GQ-6) scale developed by McCullough et al. (2002). This gratitude scale is used to measure the gratitude shown by individuals. This scale consists of 6 items that describe the four aspects of gratitude, namely, intensity, frequency, span, and density. These four aspects will be described with favorable and unfavorable statements. Examples of items contained in this scale include “I am grateful to a wide variety of people”, “I have so much in life to be thankful for”, and “If I had to list everything that I felt grateful for, it would be a very long list”. The scale reliability test showed good internal consistency, with a Cronbach's alpha value of 0.705.

Self-Efficacy Scale

Self-efficacy was measured using the General Self-Efficacy Scale (GSE) proposed by Ralf Schwarzer (2012). This self-efficacy scale is used to measure beliefs in oneself. This scale consists of 10 items that describe the three aspects of self-efficacy, namely, level, generality, and strength. The three aspects will be described with favorable statements and unfavorable statements. Examples of items contained in this scale include “When I am confronted with a problem, I can usually find several solutions”, “No matter what comes my way, I'm usually able to handle it” and “I am confident that I could deal efficiently with unexpected events”. The reliability test of the scale showed good internal consistency, with a Cronbach's alpha value of 0.882.

Subjective Well-being Scale

The subjective well-being scale used in this study is the Satisfaction with Life Scale (SWLS) scale from Diener et al. (1985) and the PANAS scale from Watson et al. (1988). These two scales are used to measure an individual's subjective well-being. This scale consists of 25 items that describe both dimensions of subjective well-being, namely, the affective dimension, which is divided into positive affective and negative affective dimensions. Finally, the cognitive dimension.

Both dimensions will be described with favorable statements and unfavorable statements. Examples of items contained in this scale include “I am satisfied with my life”, “If I could live my life over, I would change almost nothing”, and “Thus far I have gotten the important things I want in life”. The reliability test of the scale showed good internal consistency, with a Cronbach's alpha value of 0.954.

Data analysis

The data that were collected were then processed using SPSS version 25.0. This research uses multiple linear regression tests (R tests). Multiple linear regression tests are carried out to determine the extent to which the independent variable (X) affects the dependent variable (Y). The independent variables (X) in this study are gratitude (X1) and self-efficacy (X2), while the dependent variable (Y) is subjective well-being. The data analysis techniques used in this study included descriptive statistics and hypothesis testing. Hypothesis testing was analyzed using multiple regression, which was first carried out with prerequisite tests such as the normality test using the Kolmogorov–Smirnov test, the multicollinearity test, and the heteroscedasticity test.

Results

The results of this research begin with descriptive data, which include the standard deviation (SD), mean, maximum value and minimum value on each scale. First, in the subjective well-being variable for the empirical score, there is a minimum value of 46, a maximum value of 94, a mean value of 81.6, and an SD value of 12.5. Second, Gratitude has a minimum value of 18, a maximum value of 24, a mean value of 21.5, and an SD value of 5.4 for the empirical score. Finally, the self-efficacy variable has an empirical score of 18 for the minimum value, 39 for the maximum value, 33.8 for the mean value, and 1.6 for the SD value. These values are used to categorize respondents for each variable. The following subtheme contains a discussion.

First, the category most frequently found on the subjective well-being scale is the medium category, with a percentage of 50%, and the number of kindergarten teachers is 64. There were 32% or 41 kindergarten teachers in the high category. A total of 23 kindergarten teachers represented 18% of the teachers in the low category. Second, the category that is most often found on the gratitude scale is the medium category. The medium category included 66 kindergarten teachers, representing 51.6% of the sample. There were 48 kindergarten teachers, or 37.5%, in the high category. A total of 14 kindergarten teachers represented a percentage of 10.9% in the low category. Finally, on the self-efficacy scale, the most dominant category was the medium category, accounting for 52.3%, with 67 kindergarten teachers. Among 38 kindergarten teachers, 29.7% were in the high category. In the low category, 23 (18%) of the teachers were kindergarten teachers. Thus, it can be concluded that subjective well-being, gratitude, and self-efficacy have moderate influences on kindergarten teachers.

Before testing the hypothesis, this research first carried out an assumption test, namely, the normality test. The normality test can be declared normal if the significance is > 0.05 . The normality test results show a significance value of 0.188. The data were concluded to be normally distributed because the significance value was $0.188 > 0.05$. After that, the multicollinearity test produced a variance inflation factor (VIF) value of $2.628 < 10.00$ and a tolerance value of $0.382 > 0.2$, so there was no collinearity between the independent variables. This research carried out a heteroscedasticity test by showing that the significance values of gratitude and self-efficacy met the requirements of $0.05 < p$. Meanwhile, the significance value of gratitude was $0.05 < 0.642$, and the significance value of self-efficacy was $0.05 < 0.634$. It can be concluded that the data did not experience heteroscedasticity. Based on the results of the assumption test, this research met the prerequisites for the hypothesis, so it is necessary to test the hypothesis further using multiple regression analysis.

Table 1

Multiple regression analysis test results

Variable	Coefisient Correlation (R)	F	Sig (p)	Description
Gratitude and self efficacy and subjective well-being	0.881	216.102	0.000	Very significant

The results of hypothesis testing using multiple regression analysis show that there is only a possibility of less than 0.1% for an F of 216.102 to appear if the null hypothesis (H_0) is accepted. This also proves that H_1 is accepted, as gratitude and self-efficacy together play a significant role in teachers' subjective well-being ($p= 0.000 < 0.01$).

Table 2

Determinant analysis

Model	B coefficient	t	Sig.
Gratitude	0.478	6.972	0.001
Self Efficacy	0.454	6.623	0.001

The results of the determinant analysis presented in [Table 2](#) indicate that both gratitude and self-efficacy have a significant impact on the dependent variable in this research model. The B coefficient for gratitude is 0.478, which indicates that each one-unit increase in gratitude will result in a 0.478 unit increase in the dependent variable, assuming that the other variables remain constant. A t value of 6.972 and a significance value (p value) of 0.001 confirm that this effect is statistically significant, rejecting the null hypothesis that this effect is due to chance.

Similarly, the B coefficient for self-efficacy is 0.454, indicating that each one-unit increase in self-efficacy will result in a 0.454 unit increase in the dependent variable. The t value for self-efficacy is

6.623, with a significance value of 0.001, which also confirms that this effect is statistically significant. These results demonstrate that both gratitude and self-efficacy are strong and significant predictors in this model. Therefore, this study concludes that increases in gratitude and self-efficacy will likely lead to significant increases in the dependent variable, highlighting the importance of these two variables in the context of the research conducted. This shows that the variables of gratitude and self-efficacy have a significant role in the subjective well-being of kindergarten teachers.

Discussion

The hypothesis of this research concerns the influence of gratitude and self-efficacy on the subjective well-being of kindergarten teachers. In fact, this research reveals very significant research results showing that gratitude and self-efficacy influence the subjective well-being of kindergarten teachers, which is proven by a significance value of less than 0.05. This study is similar to the results reported by Issac et al. (2023), who reported that individuals feel more confident despite various challenges in completing tasks. However, high self-efficacy can help individuals have a positive outlook and confidence in overcoming any difficulties they face. Individuals who have strong self-efficacy will dare to face challenges in achieving goals so that they will feel satisfied in their lives. Feelings of gratitude will be able to create a more positive view of oneself. Gratitude will also make individuals feel affective experiences that encourage them to appreciate what is good in their lives.

Gratitude is considered a form of positive affect that can reduce the impact of negative affect so that individuals will be better able to face life challenges and have a positive assessment. This is in accordance with opinion Watkins et al. (2003), which states that gratitude can increase an individual's happiness and positive experience of the events experienced. Teachers who use the character strength of gratitude will make teachers tough, able to deal with stress, and not feel tired in carrying out their work (Chan, 2013).

Gratitude is a type of positive emotion that develops into an attitude, good morals, habits, and personality qualities that influence how a person responds and reacts to situations (Emmons & McCullough, [2004](#)). The greater the feeling of gratitude is, the greater the positive effects will be, while the level of negative effects will decrease. Rama Dani et al. ([2021](#)) revealed that gratitude influences subjective well-being. This means that the greater the teacher's sense of gratitude is, the greater his or her subjective well-being, while the lower the feeling of gratitude is, the lower his or her physical and subjective well-being.

Gratitude can also increase subjective well-being through the dimension of positive affect. Individuals who are grateful will more easily show pleasant moods and emotions. Through positive emotions, individuals will show a reaction of satisfaction with their life because they feel that their life is going according to their wishes. This finding is in line with previous research, including research by Sadeghi and Pour ([2015](#)), which found that gratitude influences a person's life satisfaction. The results of this research are supported by research conducted by Bahrampour and Yazdkhasti ([2014](#)), which states that increasing gratitude as a positive emotion in a person can lead to increased life satisfaction. A meta-analysis revealed that gratitude is related to life satisfaction and negatively related to stress (Renshaw & Olinger Steeves, [2016](#)).

When individuals practice gratitude, they experience more feelings of gratitude, and their well-being also increases. This research, in line with Suseno and Pramithasari ([2019](#)), stated that by being grateful, teachers will benefit emotionally and interpersonally. This is because feelings of gratitude can give rise to positive emotions such as inner calmness, more comfortable interpersonal relationships, and happiness. A person who is grateful finds it easier to feel satisfaction in his life and is satisfied with his current and past conditions. According to Manita et al. ([2019](#)), individuals who are grateful will focus on the things they are grateful for, resulting in lower stress and increased subjective well-being.



The next hypothesis explores the influence of self-efficacy on subjective well-being. The results of this research show that self-efficacy is a variable that influences the subjective well-being of kindergarten teachers. This finding is similar to the results reported by Fan and Cui ([2024](#)), who reported that the greater the teacher's perceived self-efficacy is, the greater the teacher's level of well-being. When teachers have high self-efficacy in carrying out tasks, they will obtain good results, including high levels of satisfaction and well-being (Fu et al., [2022](#)).

Teachers who have high self-efficacy tend to be motivated and feel challenged to solve problems in their work so that they do not easily give up and become stressed. Self-efficacy in individuals is very important because individuals who are confident in their abilities have positive feelings that make them feel satisfied, become more productive, and have relatively high psychological well-being, so they are able to create quality human resources. Confidence in one's abilities influences the success of various areas of life, such as education, marriage, and, more specifically, the field of work. Self-efficacy is very important for teachers because it has a positive influence on student learning achievement Adirestuty dan Wirandana ([2021](#)). Teacher self-efficacy is important so that education and learning can be effectively implemented.

Self-efficacy is a belief that exists within humans to encourage them to achieve what they do (Rossiandy & Indradewa, [2023](#)). Individuals with a high level of self-efficacy believe that they will be able to change the events around them. Self-efficacy also has a large influence on individuals' effort and resilience when facing difficulties. Individuals with high self-efficacy view difficult tasks as challenges to be faced rather than as threats to be avoided. Teachers who have high self-efficacy have a high fighting spirit in mobilizing all their potential to achieve success in their duties (Sjamsuri & Mulyani, [2019](#)).

Bandura ([1997](#)) noted that self-efficacy is formed within an individual and provides a function for every individual activity. One of these functions is cognitive function, and individuals with high self-efficacy are able to organize plans and commit themselves to achieving desired goals (Fortuna et al., [2022](#)). Cognitive function will arouse enthusiasm and guide actions by thinking about the future so that individuals form beliefs about what they do. Individuals who have strong self-efficacy will think about their future as motivation to make every effort to increase their productivity so that individuals will feel satisfied with their lives (Florina & Zagoto, [2019](#)).

Individuals who have good self-efficacy are able to see positive situations, have the courage to face challenges and consider the conditions they are experiencing to be something that must be faced (Apriansyah et al., [2022](#)). Teachers who have self-efficacy can organize and complete a task needed to achieve certain results so that teachers will be satisfied with the results of their work (Suranto & Sugiarti, [2021](#)). This proves that self-efficacy is very important for teachers because it can help them have a positive outlook and confidence in overcoming any difficulties they face.

Teacher self-efficacy is very beneficial for students because teacher self-efficacy is closely related to student involvement in behavioral, emotional and cognitive aspects, as well as increasing teacher job satisfaction (Troesch & Bauer, [2017](#)). Teachers who have high self-efficacy regarding their abilities to carry out their duties as teachers will feel more satisfaction and happiness from the results of the efforts made to achieve their goals. This finding is in line with the results of research conducted by Lestari and Hartati ([2016](#)) that self-efficacy is necessary to achieve goals and obtain life satisfaction and positive emotions. Self-efficacy truly determines how much effort is expended to survive in the face of obstacles (Tanjung et al., [2020](#)).

Conclusion

Although this research has limitations, the study of the influence of gratitude and self-efficacy on the subjective well-being of kindergarten teachers is new. The results of this study indicate that there is a significant relationship between gratitude and self-efficacy in terms of the subjective well-being of

kindergarten teachers in the Poso Pesisir cluster. Based on the categorization results, most of the subjects in this study had moderate levels of gratitude, self-efficacy and subjective well-being.

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