



## **Tenth SELF International Conference 2022**

### **The source of teacher satisfaction – examining the relationship among basic psychological need, social support and well-being of Hong Kong secondary school teachers**

LAM Bick Har, YANG Lan, CHENG Wing Yi, Rebecca, CHENG Chi Keung, Eric, NG Yan Kiu, Jasmine

The Education University of Hong Kong

By relating to self-determination theory and social support research in health psychology, this study explores the factors that contribute to teachers' well-being by relating to the conditions of human flourishing and social support giving, it also explores whether teachers' source of satisfaction is related to teachers' altruistic behaviour in teaching.

The paper will introduce the results of a survey study based on 309 Hong Kong that measures Psychological Need Satisfaction at Work (BPNW), Social Support (SS) giving, and Well-being factors including Psychological Meaningfulness (PM), Mental Health (MH), and Work Engagement (WE). The findings showed that 1) BPNW significantly predicts the three indicators of well-being, indicating a consistent predictive pattern of BPNW on these well-being factors, 2) SS also significantly predicts the three indicators of well-being, 3) teachers engage in SS as their need for competence and relatedness are satisfied. The results imply that when the school environment fulfills teachers' BPNW, it supports teachers to pursue intrinsic life goal through their teaching careers. Such a supportive environment facilitates teachers to engage in SS.

The paper will then report an interview study on twenty-three teachers to explore teachers' satisfaction, and to examine if it complements the path analysis results based on statistical findings. Content analysis based on N'vivo was conducted. The results suggested that teachers' satisfaction is largely related to the intrinsic value of teaching (i.e. serves to support learners by providing SS to them), which can be demonstrated in teachers' intention of forming teacher-student relationships and assisting students' growth inside and outside of the classroom. The results triangulate the quantitative findings, making the implications that support for BPNW is vital as it ultimately boosts teachers' well-being by engaging them in social support giving. The study highlights eudemonia satisfaction as the core of well-being, it suggests that social support is a significant work engagement behaviour of teachers for which further research is advocated..

**Keywords:** Basic Psychological Need Satisfaction, Social support, Well-being, Teacher satisfaction