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Theme: Mental Health, Wellbeing and Education

Title: Examining the relationship between basic psychological need, social support and well-being of Hong Kong secondary school teachers

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Based on self-determination theory (SDT), the present study examines relationship of the factors Basic Psychological Need (autonomy, competence, and relatedness) at Work (BPNW), Social Support Giving, Psychological Meaningfulness, Health and Work Engagement, highlighting eudemonia satisfaction as the core of well-being. Based on a survey of 309 Hong Kong secondary school teachers, results revealed that both BPNW and social support giving significantly predict the three indicators of well-being, results suggested the influential role of BPNW on teachers' well-being, it endorses social support as an important instructional behaviour that would benefit teacher development. The study makes implications for the development of SDT in teaching and teacher development, it suggests the development of enhancement programs to promote BPNW to boost teachers' well-being. Recommendations to strengthen learning and teaching in school policies and classroom practice are addressed.

Based on self-determination theory (Deci & Ryan, 2012), this study examined the predictive effects of teachers' basic psychological need (autonomy, competence, and relatedness) at work (BPNW) on well-being indicated by psychological meaningfulness, health, and work engagement. It also examined whether teachers' social support to students would mediate the relationship between BPNW and well-being. 309 Hong Kong junior secondary level teachers participated in a survey that assessed BPNW, Social Support, Psychological Meaningfulness, Health and Work Engagement. The path analysis results showed that BPNW significantly predicts the three indicators of well-being. The predictive patterns of BPNW on well-being are mostly consistent. While social support significantly predicts psychological meaningfulness and work engagement, the mediating effects between BPNW and the two well-being indicators are small; social support also predicts health non-significantly. The results suggested the influential role of BPNW on teachers' well-being. Given the positive correlations with both BPNW and well-being indicators, social support can be regarded as an instructional behaviour that would benefit teacher development. Implications to the field of SDT and the development of enhancement programs promoting BPNW so as to boost teachers' well-being and professional development will be discussed. Highlighting eudemonia satisfaction as the core of well-being.

References:

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