
GRATITUDE AND TEACHER SUBJECTIVE WELL-BEING AMONG TEACHER IN YOGYAKARTA

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Abstract: Teacher's subjective well-being has a big impact on the aspects of life and also the teaching process conducted in school. Hence, in the term of fulfilling these things and to get subjective well-being, a stance is needed as the consequence to always feel grateful for any situations which happened. This study aims to determine the relationship between the gratitude and subjective well-being of teachers in Yogyakarta. The number of respondents in this study was 119 teachers in Yogyakarta. The research sampling technique was convenience sampling. This study uses quantitative methods. The data collection methods were carried out using a questionnaire consisting of 2 scales, namely the Gratitude Questionnaire scale 6 (GQ6) and the Teacher Subjective Well-being Scale (TSWQ). The results of this study indicate that there was a positive correlation between gratitude and the teacher's well-being with a coefficient of 0.340 and $p = 0.000$ ($p < 0.05$), the hypothesis is accepted. Based on these results, the conclusion is the subjective well-being can be determined by the teacher's level of gratitude. Teacher's Subjective well-being can be seen through the intensity and frequency of the teacher's gratitude.

Keywords: Gratitude, Teacher Subjective Well-being, Teacher in Yogyakarta.

Introduction: Background of Study: The success of an education is determined by a professional teacher and high effectiveness in educating. Teachers with high teaching effectiveness are expected to design learning plans in accordance to the learning objectives, delivering well, involving students in building their knowledge, skills and attitudes to achieve the learning outcomes that were already identified, and the last is to carry out learning with high enthusiasm by creating a positive learning environment (Bulger, Mohr, & Walls, 2002).

However, not all teachers are able to perform these tasks effectively, this is possible due to stress which occurs during a teaching. Stressors include the bad behavior of students, unsatisfactory working atmosphere, low work ethic, excessive workload, teacher demands, relationships between peers or leaders, salary, incompatibility of individuals with the environment, and school organization (Leach, 1984). So, that unpleasant feeling arises and affects a teacher's judgment for their life welfare as a teacher.

This condition causes a teacher to be dissatisfied with their life and cause stress which affect negative emotions. Diener (2000) mentions that individuals with high subjective well-being will always feel satisfied with living conditions, have sufficient positive effect, and have a little negative effect. The feeling of being not satisfied with the conditions which have been experienced shows that the individual is not grateful for their life. This can be seen when the individual always complains and emit negative

emotions (Feist, Bodner, Jacobs, Miles, & Tan, 1995). Individuals who are grateful are characterized by positive thinking and positive acceptance towards things which he or she experienced (Wood, Joseph, & Maltby, 2009). According to Kashdan (Alatas, 2016), there are three very important elements to create happiness, namely gratitude, meaningful relationship, and living in the present with an attitude of openness and curiosity. Therefore, the purpose of this study is to find out the relationship between subjective well-being and gratitude of teachers.

Teacher Subjective Well-being: Teacher Subjective Well-being is a positive evaluation that emphasizes health and successful functioning in work (van Horn, Taris, Scauffelli, & Schreurs, 2004). Acton and Glasgow (2015), argue that teacher subjective well-being is a fulfilment of the desire for professionalism self, satisfaction, purpose, and happiness are formed through positive self-evaluation. Aettermann, Engels, van Petegem, and Verhagae (2007) state that teacher subjective well-being is a positive condition, where there is harmony between certain environmental factors, individual needs, and teachers' expectations. Teacher Subjective Well-being, according to Renshaw, Long, and Cook (2015) has 3 aspects, namely school connectedness, teaching efficacy, and the Joy of teaching. According to McCallum, Price, Graham, and Morrison (2017), there are 3 factors Which influence teacher's subjective well-being, namely resilience and self-efficacy, emotional intelligence, and personal responses to teacher's work. Supporting McCallum's statement, Price, Graham, and Morrison (2017), teacher's subjective well-being is found having a relevance to work fatigue (Hansen, Buitendach, & Kanengoni, 2015), emotional intelligence (O'Toole, Ogier-Price & Hucks, 2011), and gratitude (Chan, 2010).

Gratitude: According to McCullough, Emon, and Tsang (2002) defines gratitude as an emotional awakening caused by moral behaviour. In this definition, gratitude is on view as the same moral emotion as empathy, sympathy, embarrassment and guilt. Empathy and sympathy arise when someone has the opportunity to respond to the calamity that befalls the others, guilt and shame arise when someone does not perform their obligations according to standards while being grateful arises when someone recipient of a favor. According to Wood, Joseph, and Maltby (2009), stated that gratitude is as a form of personal characteristics that think positively, present life into more positive. Gratitude, to McCullough, Emon, and Tsang (2002) has 4 aspects, namely intensity, frequency, span, and density.

Gratitude and Teacher Subjective Well-being: Research conducted by Ramzan and Rana (2014) shows that individuals who have high subjective well-being are caused by high gratitude in themselves, so positive response arises towards anything received in life. A teacher with high gratitude will tend to use what they have for positive behaviors, like respecting others, valuable acceptance, helping as the returning of others' kindness.

Positive indicators that show teacher subjective well-being, are namely self-efficacy, positive affect, and pro-social relationship (van Horn, Taris, Scauffelli, & Schreurs, 2004). Positive affect can be understood as an emotional experience which desired socially, like gratitude, happiness, and hope. In line with previous research, that grateful thinking has a good contribution to increase happiness and life satisfaction through healthy relationships and involvement in groups (Layous & Lyubomirsky, 2014) This shows that subjective well-being is related to gratitude from the teachers themselves. Teachers with high subjective well-being will tend to interpret his life and emit positive emotions in them.

Method:

Participant: The subjects of this study were the teachers in several kindergartens (TK) and also elementary school (SD) in Yogyakarta, private and state or public schools. The samples that have been taken in this study were 119 people, with a total of 38 men and 78 women. The sample selection is done by convenience sampling.

Instruments:

1. Teacher Subjective Well-being measures in two aspects namely school connectedness and teaching efficacy by using Teacher Subjective Well-being Questionnaire (TSWQ) by Renshaw, Long, and Cook

(2015). The number of items that used is 8 items which are favourable. The alternative answer consists of 5 categories which are Strongly Disagree (STS), Disagree (TS), Neutral (N), Agree (S), and Strongly Agree (SS). This scale has a reliability with the coefficient of Cronbach's $\alpha = 0.834$. While the item-rest correlation index moved from 0.449-0.663.

2. Gratitude measures in 4 aspects which are intensity, frequency, span and density by using the Gratitude Questionnaire (GQ-6) by McCullough (2002). The number of items that used is 4 items favourable and 1 item that unfavourable. The 6th item is an invalid item after doing a reliability test. The alternative answer consists of 5 categories which are Strongly Disagree (STS), Disagree (TS), Neutral (N), Agree (S), and Strongly Agree (SS). This scale has a reliability with the coefficient of Cronbach's $\alpha = 0.706$. While the item-rest correlation index moved from 0.274-0.703.

Statistical Analysis: The data analysis is by using SPSS Program 22.00 which carried out by analysing the correlation between the variables of the study using Spearman's rho correlation.

Result: The result by using Spearman's Rho correlation analysis coefficient show that $r = 0.340$ with $p = 0.000$ ($p < 0.05$). It shows that the hypothesis of this study is accepted. The study proves that gratitude is able to predict the level of Subjective Well-being Teacher, with an effective contribution of 12.8%.

Table 1: The Results of Correlation between Gratitude and Teacher Subjective Well-being (Spearman's Rho Correlation)

Variable	N	p	r	R ²
Gratitude*Teacher Subjective Well-being	119	0.000	0.340	0.128

Based on the results of the Spearman's Rho correlation test between the aspects of gratitude and variables of Teacher Subjective Well-being, it is known that the aspects of intensity and frequency have a high correlation to the variable Teacher Subjective Well-being ($r = 0.408$ & $r = 0.353$).

Table 2: Results of Correlation Between Aspect

Teacher Subjective Well-being	N	Mean	Sig	r
Intensity	119	4.4874	0.000	0.408
Frequency		4.1765	0.000	0.353
Span		4.1513	0.042	0.159
Density		4.4118	0.001	0.272

Discussion: This research revealed that there is a positive relation between gratitude and teacher subjective well-being. It is in line with what Ramzan & Rana (2014) have done. Based on their research, gratitude positively correlated with teacher subjective well-being. Simply, a teacher with a high level of life satisfaction has high positive emotion, optimism, and level of gratitude. The teacher can figure those things in order to enhance positive experienced, adaptive in facing the destructive state of affairs, growing teachers' social connection, and diminishing depression.

In his work, Chan (2010) also exposed, high level of gratitude teacher will observe subjective well-being as an essential key in happiness context, besides, reduce the unfortunate feeling. Hence, teachers will easily capture high achievement for the sake of their existence and profession framework since their capabilities in maintaining feeling and emotion in a more practical mode are also good. Then, those erased exhausting among teacher (Chan, 2010).

Happiness for a teacher comprises a feeling of being a school element, momentous, and qualified in the teaching and learning process that significantly draws an approval component in their life. In sequence with that statement, Mahipalan and Sheena (2018) state, a grateful personality is drawn as individual who appreciate every inch of life. Afterwards, it formulates an enjoyment in a teacher's job circumstances.

Based on the statement above, obviously, gratitude often relates to positive effect. In order to build a connection with this issue, merely, grateful and teacher subjective well-being can be turned on at the same time to facilitate both cores (Ramzan & Rana, 2014). Watkins, Woodward, & Kolts (2003) say that both of it powers one another. Grateful people thank for happiness and other contributions that affected their lives. For this reason, they will be better off of grateful thinking that contributes good mood.

Further, this work also found that intensity and frequency aspect embrace a high relation towards teacher subjective well-being. A high intensity and frequency grateful teacher commonly increases the subjective well-being as its experience. Often, the more people are grateful increases the positive effect to both their subjective well-being and hope (Watkins, Woodward, & Kolts, 2003).

The limitation of this study are the amount of male and female as the participant is not that representative. The writer hopes that the future researcher could consider the demography as well as estimating the teacher subjective of well-being. Therefore, the limitations of this study, including the sampling method used, this study only uses convenience technique. Further researchers are expected to use other sampling method in data collection. In addition, the limitations of this study on the fall of an item on the gratitude measuring instrument (GQ-6), so that it is expected in the future to be able to maintain the validity of each question item.

Conclusion: There is a positive link between gratitude and teacher subjective well-being among teacher in Yogyakarta. The more they keep it in life; gratitude will follow. Subjective well-being teacher will appreciate every single part of their existence through a positive mind and emotion. With high frequency and intensity, it leads them to be more grateful.

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