Iranian Journal of Educational Society

A model for Finding Teachers' Social Happiness based on Social Support and Health Through the Mediatory Role of life Satisfaction

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Research Paper	**Abstract**
  Keywords: Social Happiness, Social Support, Social Health, Life Satisfaction, Teachers. **Article Cite:** Khoshroo Z, Rahmani khalili E,Turkman F. (2023). A model for Finding Teachers' Social Happiness based on Social Support and Health Through the Mediatory Role of life Satisfaction, Iranian Society of Sociology of Education. 9(1): 53-64.	**Purpose:** Present research was conducted with aim of modeling of teachers' social happiness based on social support and health through the mediatory role of life satisfaction. **Methodology**: The present study was applied in terms of purpose and performance survey research. The statistical population includes 56560 teachers of Tehran in the 2020-21 academic year. The sample size according to Cochran's formula was estimated to be 384 teachers who were selected by multi-stage cluster sampling method. In addition to the demographic information form, questionnaires including social happiness questionnaires (Landenberg,2000) social support questionnaires (Fischer,1999) social health questionnaires (Keyes,2004) and life satisfaction scale (Diner,2004) were used for data collection. Data were analyzed with using Pearson correlation coefficients and structural equation modeling in SPSS 25and Smart Pls3 software. **Results**: The results indicated the good fit of modeling social happiness in instructors based on social support and social health mediated by life satisfaction .Moreover, social support and health and life satisfaction had direct significant effects on social happiness. Social support and health also had direct significant effects on life satisfaction. Our findings showed that social support and social health had an indirect and significant effects on social happiness through the mediation of life satisfaction ($p<0.05$). **Conclusion:** Based on the research findings, to improve of teachers' social happiness can be done by improving their, social support, Social Health, Life Satisfaction.

Detailed abstract

Purpose: Education is the main factor of education and the facilitator of all-round development of any country and has a distinct position. The input, process and output of this organization is associated with the human being and his upbringing. The presence of healthy, fresh and efficient teachers can transform the face and content of the educational organization and provide a healthy environment for learners. Freshness along with a positive attitude is the source of mobility, effort and dynamism, while a tired, dull and unmotivated teacher causes waste of time, energy and lack of growth and development of learners. From a social point of view, cheerfulness is a social desire and a positive influence, and it is realized in the process of a person's relationship with society and social group. Regarding social vitality, by presenting the theory of social performance production, Lindenberg demands that people try to optimize two global goals (individual and collective improvement) and five path-breaking goals through which these two goals are also achieved (comfort, motivation for individual well-being, dignity, behavioral affirmations and compassion for collective improvement), improve their living conditions and achieve vitality and satisfaction. The social dimension of happiness represents the expansion of the individual's social relationships with others and, as a result, the increase in social health and social support. One of the factors affecting social vitality is social support. Social support refers to the mental feeling of belonging, being accepted and loved. Social support creates a safe relationship for each person, in which the feeling of intimacy and closeness is one of its main features. Social support is the level of affection, companionship and attention of family members, friends, managers and supervisors. Formal support is provided by (government) organizations and informal support is provided by family and friends. Therefore, to deal with the harms of urbanization and the lack of feelings and emotions, a person can use support resources at the micro level such as positive communication with neighbors, colleagues, friends and relatives, each of them has many effects on human emotions, especially the occurrence or non-occurrence They have a refreshing phenomenon. The present study was conducted with the aim of modeling social vitality based on support and social health with the mediation of life satisfaction in teachers.

Methodology: This study was applied in terms of purpose and survey in terms of implementation. The statistical population of the research was 56,560 teachers in Tehran in the academic year of 2020-2021. The research sample was 384 teachers who were selected by multi-stage cluster sampling method using Cochran's formula. In this sampling method, in the first stage, among the 22 regions of Tehran, 5 regions (region 1 in the north of Tehran, region 7 in the center of Tehran, region 17 in the south of Tehran, region 5 in the east of Tehran and region 22 in the west of Tehran) as were randomly selected, then four schools (two boys' and two girls' schools) were selected randomly from each region in each stage (primary, first secondary, second secondary), finally 7 to 6 teachers were randomly selected from each school became To carry out this research, after coordination with the officials of Tehran Education Department, a list of schools was prepared and then sampling was done. For the samples, compliance with ethical points, the importance and necessity of the research were stated and they were asked to answer the questionnaires after careful study. The criteria for entering the study include: being a teacher, living in Tehran, having an education official, and having a job. Exclusion criteria include: failure to meet entry criteria, incomplete completion of questionnaires, lack of participants' satisfaction. First, the tool was implemented on 40 randomly selected respondents. In addition to the demographic information form (including: age, gender, education, marital status, income) to collect data from questionnaires of social well-being (Lindenberg, 2000), social support (Fisher, 1999), social health (Keyes, 2004) and life satisfaction. (Diener, 2004) was used. Data were analyzed by Pearson correlation coefficients and structural equation modeling methods in Spss25 and Smart Pls3 software.

Findings: Modeling social well-being based on support and social health with the mediation of life satisfaction in teachers had a good fit. The effect of social support, social health and life satisfaction on social vitality is direct and significant, while social support and health also had a direct and significant effect on life satisfaction, and through the mediation of life satisfaction, they had an indirect and significant effect on social vitality (p<0.05).

Conclusion: Based on the findings of the research, it is possible to improve the social vitality of teachers by improving their social support, social health and life satisfaction. In general, in relation to the variable of life

satisfaction, we can use the opinion of Geriz Berg, who believed that dissatisfaction is caused by an imbalance in rank and dignity, lack of coordination and incompatibility in different situations, and people who rank high in some dimensions and in other dimensions They are in the lower ranks or they evaluate themselves as such, they will be clearly unhappy. Therefore, in the case of social support for teachers and satisfaction of their needs (material and non-material), their social health will be ensured and their satisfaction with life and finally their social vitality will be provided. Therefore, paying attention to the support and social health of teachers and trying to promote it in the society should be prioritized by policy makers and education planners so that these goals reach the desired results. One of the limitations of the present study is that it is not possible to generalize the results to the whole society, while the research with the variables of this research such as vitality, support and social health was limited and there was no mediation of life satisfaction in foreign studies. Conducting a research on the dimensions of social support on the level of social vitality in government and non-government schools and comparing the two achieved better and more recent results. Another research proposal is to investigate the relationship between the level of social support and the job productivity of teachers, through the mediation of the variable of social vitality. Conducting a research on the relationship between social support and the level of social vitality in different urban areas can provide the ability to generalize its results throughout the country. According to the findings of the present research, it is suggested that the Ministry of Education should establish well-equipped counseling centers for teachers to teach how to solve problems and increase social support, as well as solve personality problems, to improve the social health of teachers.