

THE RELATIONSHIP BETWEEN SOCIAL SUPPORT AND SUBJECTIVE WELL-BEING OF PRESCHOOL TEACHERS: TAKE AGE AS THE MODERATOR VARIABLE

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ABSTRACT

This study aims to discuss influence of preschool teachers' social support on subjective well-being (SWB), and age's moderation effect on this relationship. We took 384 Taiwanese preschool teachers as the testees, to proceed measurement of the Social Support Scale, Satisfaction with Life Scale, and Positive and Negative Emotion Scale. The collected data is analyzed for structural equation modeling with LISREL software, and the analytical results show that preschool teachers' social support has positive influence on SWB, that the more preschool teachers obtain social support, the higher SWB will be. In the influential relationship of preschool teachers' social support and SWB, age has significant moderation effect. The older the preschool teachers' age, the better their social support's influence on SWB will be. According to the research findings, we proposed suggestions that enhance preschool teachers' social support and SWB for preschool teachers, kindergartens, and governmental institutions.

Keywords: Preschool teachers, social support, subjective well-being.