

The Relationship between Interpersonal Relationship and the Subjective Well-Being of Chinese Primary and Secondary Teachers: A Mediated Moderation Model

Authors : Xuling Zhang, Yong Wang, Xingyun Liu, Shuangxue Xu

Abstract : Based on positive psychology, this study presented a mediated moderation model in which character strengths moderated the relationship between interpersonal relationship, job satisfaction and subjective well-being, with job satisfaction taking the mediation role among them. A total of 912 teachers participated in four surveys, which include the Oxford Happiness Questionnaire, Values in Action Inventory of Strengths, job satisfaction questionnaire, and the interpersonal relationship questionnaire. The results indicated that: (1) Taking interpersonal relationship as a typical work environmental variable, the result shows that it is significantly correlated to subjective well-being. (2) The character strengths of "kindness", "authenticity” moderated the effect of the teachers’ interpersonal relationship on subjective well-being. (3) The teachers’ job satisfaction mediated the above mentioned moderation effects. In general, this study shows that the teachers’ interpersonal relationship affects their subjective well-being, with their job satisfaction as mediation and character strengths of “kindness” and “authenticity” as moderation. The managerial implications were also discussed.

Keywords : character strength, subjective well-being, job satisfaction, interpersonal relationship

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