

Relational Resources and Teachers' Well-Being: The Moderating Role of Social Support

Nindy Elise^{*1}, Dedi Muhammad Siddiq¹, Nico Irawan², Mariam Setapa³

Universitas Swadaya Gunung Jati, Indonesia¹

Thai Global Business Administration Technological College, Thailand²

Universiti Teknologi Mara (UiTM), Kelantan, Malaysia³

*Corresponding email: nindy.122020957@ugj.ac.id

Abstract: School teachers' psychological well-being plays a crucial role in sustaining the quality of education; however, relational resources within the school workplace remain underexplored in the literature. This study investigates the effects of workplace compassion and empathy on teachers' psychological well-being, while examining social support as a moderating variable. A cross-sectional survey was conducted among private vocational high school teachers in Cirebon Regency, Indonesia, using a multistage cluster random sampling technique. After data screening, 239 valid responses were analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM). The results reveal that workplace compassion, empathy, and social support are positively associated with teachers' psychological well-being. Furthermore, social support significantly strengthens the relationship between workplace compassion and psychological well-being, whereas its moderating effect on the empathy–well-being relationship is not supported. These findings highlight the importance of fostering compassionate school environments and strengthening social support systems to enhance teachers' psychological well-being.

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INTRODUCTION

Teachers' psychological well-being has become a strategic issue in educational institutions because it directly influences instructional quality and the sustainability of teachers' professional performance (Zhou et al., 2024). Teachers are currently required to fulfill various responsibilities that extend beyond classroom instruction, including administrative tasks, emotional management, and social engagement with multiple stakeholders. Increasing work complexity may intensify psychological pressure and reduce teachers' ability to maintain emotional stability and professional motivation (Li and Yu, 2024). If such conditions persist, teachers may experience decreased job satisfaction and diminished effectiveness in carrying out their educational responsibilities. Therefore, understanding the factors that support teachers' psychological well-being is essential for creating sustainable educational environments.

Educational institutions are highly relational workplaces because teachers continuously interact with students, colleagues, school leaders, and parents in their daily activities (Gámez-Genovart et al., 2025). The quality of these interpersonal interactions



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substantially determines teachers' experiences in adapting to organizational demands and maintaining psychological balance. Positive social relationships can strengthen resilience and foster a stronger sense of professional meaning among teachers (Setyaningsih et al., 2025). Conversely, unsupportive relationships may increase emotional strain and hinder teachers' ability to manage occupational challenges effectively. Consequently, relational resources within schools have become an important element in promoting teachers' well-being.

Empathy has been recognized as a fundamental socio-emotional competency that enables teachers to establish effective communication and build supportive learning environments (Aldrup et al., 2022). Through empathic understanding, teachers can identify students' emotional needs and provide appropriate educational responses to diverse learning situations. Nevertheless, excessive emotional involvement may expose teachers to emotional fatigue and increase psychological vulnerability over time (Brandão et al., 2025). This condition indicates that empathy may generate both beneficial and adverse consequences depending on how it is managed. Therefore, examining the role of empathy in supporting teachers' psychological well-being remains an important research concern.

Workplace compassion has increasingly gained attention as a relational virtue that encourages emotional support and prosocial behavior within organizations (Nolan et al., 2022). Compassionate interactions can create a work environment where teachers feel respected, understood, and psychologically secure when facing professional challenges. Such supportive organizational climates have been shown to strengthen positive psychological functioning and improve work experiences among employees (Mandliya and Pandey, 2023). In educational settings, workplace compassion may become an important resource that helps teachers sustain emotional health and professional commitment. Therefore, understanding its contribution to teachers' well-being is highly relevant for contemporary educational management.

Previous studies have consistently demonstrated that social support plays a protective role in reducing psychological distress and improving employees' well-being (Fadillah et al., 2025). Emotional, informational, and instrumental support can help individuals cope more effectively with work-related pressures and organizational demands. Evidence also indicates that social support contributes positively to resilience and job satisfaction, particularly among workers in emotionally demanding professions (Indriyani et al., 2025). In educational contexts, support from supervisors and colleagues may strengthen teachers' ability to maintain positive psychological functioning. These findings suggest that supportive environments are essential for sustaining teachers' professional effectiveness.

Research investigating teacher empathy has also provided important insights into socio-emotional functioning within educational environments (Wang and Lei, 2022). Teachers with stronger empathic abilities tend to establish more positive relationships with students and foster inclusive classroom climates. However, studies have also reported that excessive empathic engagement may contribute to emotional exhaustion and burnout symptoms (Jennings and Min, 2023). This evidence indicates that empathy alone may not always guarantee positive psychological outcomes. Additional organizational resources may therefore be required to optimize the beneficial effects of empathy on teacher well-being.

Despite the growing literature on teacher well-being, limited studies have simultaneously examined workplace compassion and empathy within a single integrated framework (Cortés-Rodríguez et al., 2023). Existing research has predominantly emphasized job stress, workload, and organizational support while paying less attention to relational virtues and socio-emotional capacities. Furthermore, relational factors are often investigated independently, limiting a comprehensive understanding of their combined influence on psychological well-being (Ibrahim, 2021). This fragmented

approach may obscure the mechanisms through which interpersonal and organizational resources interact to sustain teachers' psychological functioning. Therefore, an integrative investigation remains necessary to enrich the theoretical understanding of teacher well-being.

Another limitation concerns the scarcity of evidence from vocational school contexts, particularly within private educational institutions (Deegan and Dunne, 2022). Vocational school teachers frequently encounter unique instructional challenges due to practical learning demands, diverse student characteristics, and performance expectations. Moreover, the potential role of social support in strengthening the influence of relational resources on psychological well-being remains underexplored (Cohen and McKay, 2020). This condition indicates that existing findings may not fully capture the complexity of relational dynamics experienced by vocational school teachers. Consequently, further empirical investigation is required to address these contextual limitations.

This study aims to examine the influence of workplace compassion and empathy on teachers' psychological well-being while investigating the moderating role of social support in vocational school settings (Deegan and Dunne, 2022). The study integrates organizational relational resources and individual socio-emotional capacities to provide a more comprehensive explanation of sustainable psychological functioning among teachers. In addition, the moderating role of social support is expected to clarify the conditions under which workplace compassion and empathy generate stronger positive outcomes (Cohen and McKay, 2020). The findings are expected to enrich the literature on teacher well-being and provide practical implications for educational institutions. Ultimately, this study contributes to developing healthier and more supportive work environments that sustain teachers' professional and psychological well-being.

LITERATURE REVIEW

The Effect of Workplace Compassion on Psychological Well-Being

Workplace compassion refers to interpersonal care and concern that encourage the creation of a supportive and positive work environment for individuals within organizations (Nolan et al., 2022). From the perspective of *Conservation of Resources Theory* (COR), compassion is viewed as a social resource that helps individuals maintain emotional stability and reduce psychological pressure in the workplace. A compassionate work environment enables teachers to receive emotional support, appreciation, and psychological comfort that may enhance their psychological functioning and well-being (Mandliya and Pandey, 2023). In educational contexts, caring interactions from colleagues and school leaders can strengthen teachers' sense of belonging and improve their ability to cope with occupational demands. Therefore, workplace compassion is expected to have a positive relationship with teachers' psychological well-being.

H1: Workplace compassion has a positive effect on teachers' psychological well-being.

The Effect of Empathy on Psychological Well-Being

Empathy refers to an individual's ability to understand and share the emotional conditions of others through cognitive and affective processes (Aldrup et al., 2022). Based on *Social Exchange Theory*, interpersonal relationships built through empathy can create more positive social interactions and support individuals' psychological well-being. Teachers with high levels of empathy tend to establish harmonious relationships with students and the school environment, thereby enhancing meaningful work experiences (Wang and Lei, 2022). The ability to understand others' emotional conditions also helps teachers manage interpersonal conflicts more effectively and

create a conducive learning atmosphere. Thus, empathy is expected to positively influence teachers' psychological well-being.

H2: Empathy has a positive effect on teachers' psychological well-being.

The Effect of Social Support on Psychological Well-Being

Social support is understood as emotional, informational, and instrumental assistance received by individuals from their social environment (Deegan and Dunne, 2022). In *Stress Buffering Theory*, social support functions as a psychological protector that helps individuals reduce the negative effects of stress and work pressure. Teachers who receive support from colleagues, school leaders, and their social environment are more capable of coping with job demands and maintaining healthy psychological conditions (Fadillah et al., 2025). Social support also increases individuals' sense of security, self-confidence, and adaptability in facing challenges within educational work environments. Therefore, social support is expected to positively affect teachers' psychological well-being.

H3: Social support has a positive effect on teachers' psychological well-being.

The Moderating Role of Social Support on the Relationship between Workplace Compassion and Psychological Well-Being

Social support not only functions as a direct psychological resource but may also strengthen the benefits of relational resources in the workplace (Ibrahim, 2021). Based on *Conservation of Resources Theory* (COR), social support helps individuals maintain and reinforce their emotional resources, thereby increasing the effectiveness of compassion in promoting psychological well-being. Teachers who work in environments with high levels of social support are more likely to experience the positive benefits of workplace compassion because of stronger feelings of security and social acceptance (Cohen and McKay, 2020). Such conditions enable workplace compassion to be translated into more positive and sustainable emotional experiences. Therefore, social support is expected to strengthen the positive relationship between workplace compassion and psychological well-being.

H4: Social support strengthens the positive effect of workplace compassion on teachers' psychological well-being.

The Moderating Role of Social Support on the Relationship between Empathy and Psychological Well-Being

Empathy may provide more optimal psychological benefits when individuals receive adequate social support within their work environment (Jennings and Min, 2023). From the perspective of *Job Demands-Resources Theory*, social support acts as a *job resource* that helps individuals manage emotional demands so that empathy does not develop into emotional exhaustion. Teachers with high empathy and strong social support are more capable of managing emotional pressures when dealing with students and school-related challenges (Brandão et al., 2025). Social support helps teachers maintain emotional balance, allowing empathy to develop into positive interpersonal experiences that support psychological well-being. Therefore, social support is expected to strengthen the positive relationship between empathy and psychological well-being.

H5: Social support strengthens the positive effect of empathy on teachers' psychological well-being

The moderating role of social support in this study is grounded in several complementary theoretical perspectives that explain how interpersonal resources strengthen positive psychological outcomes. Conservation of Resources (COR) Theory proposes that individuals strive to obtain, preserve, and accumulate valuable resources to maintain psychological stability and prevent resource depletion. In this context, workplace compassion and empathy represent important relational resources that can improve teachers' psychological well-being; however, their effectiveness may depend on the availability of additional supportive resources within the work environment. Stress Buffering Theory further explains that social support functions as a protective mechanism that reduces the negative impact of occupational stressors by providing emotional, informational, and instrumental assistance.

Likewise, Job Demands-Resources (JD-R) Theory suggests that social support serves as a job resource that helps teachers cope with emotional demands and sustain positive psychological functioning. Therefore, social support is not merely an independent predictor of psychological well-being but also acts as a boundary condition that amplifies the beneficial effects of workplace compassion and empathy. Teachers who receive stronger social support from colleagues, school leaders, and professional networks are more likely to transform compassionate interactions and empathic abilities into positive emotional experiences, stronger resilience, and higher psychological well-being. Conversely, inadequate social support may weaken these positive effects because teachers have fewer resources available to manage emotional burdens and workplace pressures. Accordingly, this study conceptualizes social support as a moderating variable that strengthens the positive relationships between workplace compassion, empathy, and teachers' psychological well-being.

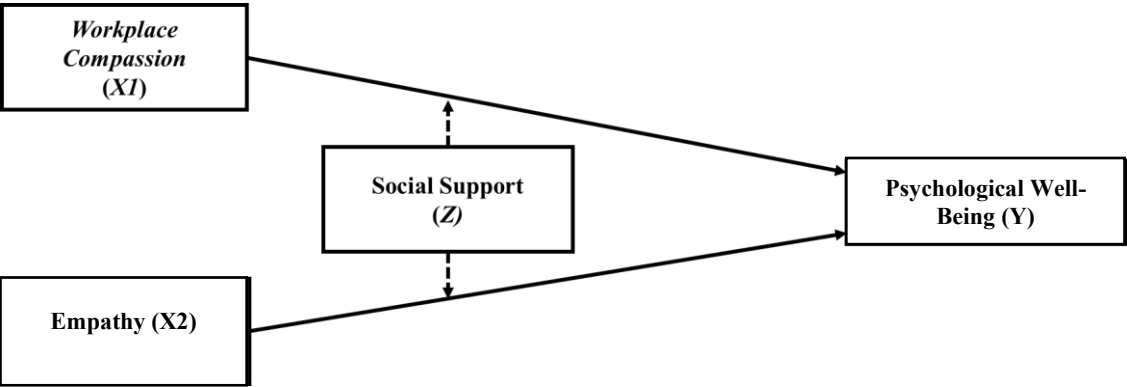


Figure 1. Research Framework

Source: Data that has been processed by the author (2026)

METHODS

This study employed a quantitative cross-sectional survey design to examine the relationships among workplace compassion, empathy, social support, and teachers' psychological well-being among private vocational high school teachers in Cirebon Regency, Indonesia. The study focused on teachers working during the 2024/2025 academic year and utilized self-administered questionnaires as the primary data collection instrument. Partial Least Squares Structural Equation Modeling (PLS-SEM) was selected because the proposed research framework emphasizes prediction-oriented analysis and includes moderating relationships among latent constructs (Hair et al., 2019). Data collection was conducted using a multistage cluster random sampling

technique in which schools were first treated as clusters and coded as S1–Sk to maintain institutional confidentiality. Teachers within selected schools were subsequently invited to participate randomly based on the teacher lists available at each institution.

Several screening procedures were conducted to ensure the quality and consistency of the collected data before the analysis stage. These procedures included checking response completeness, evaluating response consistency, and excluding questionnaires that did not meet the established eligibility criteria. After the screening process, a total of 239 valid responses were retained for further statistical analysis, which was considered adequate for PLS-SEM estimation based on statistical power considerations (Hair et al., 2021). The sample size exceeded the minimum requirement under the assumptions of a significance level of 0.050, statistical power of 0.800, and a small effect size ($f^2 = 0.05$) with three predictors directed toward the focal endogenous construct. Therefore, the final sample provided sufficient statistical power for reliable parameter estimation and hypothesis testing.

All research constructs were measured using previously validated instruments that were adapted to the educational context of vocational high schools. Psychological well-being was operationalized based on the multidimensional framework proposed by Ryff, while workplace compassion, empathy, and social support were measured using established scales relevant to each construct. All questionnaire items were assessed using a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree), and minor wording adjustments were applied to ensure contextual clarity and relevance within school environments (Ryff and Keyes, 1995). To minimize the potential risk of common method bias, the study ensured respondent anonymity, used neutral wording in the questionnaire items, and separated conceptually related constructs within the survey design. Data analysis followed the two-step PLS-SEM procedure consisting of measurement model evaluation and structural model assessment, including reliability, validity, collinearity, path coefficients, and moderation analyses using bootstrapping procedures.

RESULTS AND DISCUSSION

A total of 239 valid responses were retained after the data screening process. The PLS-SEM results are reported by first evaluating the measurement model and subsequently assessing the structural model, including the moderating effects. Recommended thresholds and reporting practices for variance-based SEM were followed throughout the analysis (Hair et al., 2019).

Measurement Model Assessment

The indicator reliability of the measurement model was assessed using factor loadings. As presented in Table 1, the loading values ranged from 0.715 to 0.787 for workplace compassion, 0.725 to 0.816 for empathy, 0.655 to 0.779 for psychological well-being, and 0.728 to 0.817 for social support. Although one item showed a loading slightly below 0.700, the value remained acceptable because the construct-level reliability and AVE values met the recommended criteria.

Table 1. Factor loadings

Construct	Indicator	Factor Loadings
Workplace Compassion	WC_1	0.771
Workplace Compassion	WC_2	0.715
Workplace Compassion	WC_3	0.726
Workplace Compassion	WC_4	0.752

Construct	Indicator	Factor Loadings
Workplace Compassion	WC_5	0.787
Workplace Compassion	WC_6	0.742
Empathy	Emp_1	0.801
Empathy	Emp_2	0.808
Empathy	Emp_3	0.790
Empathy	Emp_4	0.725
Empathy	Emp_5	0.776
Empathy	Emp_6	0.816
Psychological Well-Being	PWB_1	0.672
Psychological Well-Being	PWB_10R	0.736
Psychological Well-Being	PWB_2	0.730
Psychological Well-Being	PWB_3	0.763
Psychological Well-Being	PWB_4	0.757
Psychological Well-Being	PWB_5	0.655
Psychological Well-Being	PWB_6	0.739
Psychological Well-Being	PWB_7R	0.746
Psychological Well-Being	PWB_8	0.779
Psychological Well-Being	PWB_9	0.770
Social Support	SS_1	0.797
Social Support	SS_2	0.817
Social Support	SS_3	0.752
Social Support	SS_4	0.728
Social Support	SS_5	0.811

Source: Data that has been processed by the author (2026)

Construct reliability and convergent validity were evaluated using Cronbach's alpha, rho_A, composite reliability, and average variance extracted. As shown in Table 2, all Cronbach's alpha, rho_A, and composite reliability values exceeded the recommended threshold of 0.700, while all AVE values were above 0.500. These findings indicate adequate internal consistency reliability and convergent validity.

Table 2. Construct Reliability and Convergent Validity

Construct	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Workplace Compassion	0.844	0.846	0.885	0.561
Empathy	0.877	0.879	0.907	0.619
Psychological Well-Being	0.905	0.907	0.922	0.541
Social Support	0.841	0.850	0.887	0.611

Source: Data that has been processed by the author (2026)

Discriminant validity was first assessed using the Fornell–Larcker criterion. As reported in Table 3, the square root of the AVE for each construct was greater than its correlations with other constructs, supporting discriminant validity.

Table 3. Fornell–Larcker Criteria

Construct	Workplace Compassion	Empathy	Psychological Well-Being	Social Support
Workplace Compassion	0.749			
Empathy	0.501	0.787		
Psychological Well-Being	0.491	0.558	0.736	
Social Support	0.330	0.302	0.418	0.782

Source: Data that has been processed by the author (2026)

Discriminant validity was further examined using the HTMT ratio. As presented in Table 4, all HTMT values were below the recommended threshold of 0.850, indicating adequate discriminant validity among the constructs.

Table 4. Heterotrait-Monotrait Ratio (HTMT)

Construct	Workplace Compassion	Empathy	Psychological Well-Being	Social Support
Workplace Compassion				
Empathy	0.584			
Psychological Well-Being	0.559	0.620		
Social Support	0.392	0.343	0.473	

Source: Data that has been processed by the author (2026)

Structural Model Assessment

Collinearity diagnostics were first assessed to ensure the absence of multicollinearity issues in the structural model. As shown in Table 5, all inner Variance Inflation Factor (VIF) values for the predictors of psychological well-being were below the conservative threshold of 3.30, indicating that multicollinearity was not a concern in this study.

Table 5. Internal VIF Values

Predictor	Psychological well-being
Workplace Compassion × Social Support	1.518
Empathy × Social Support	1.510
Workplace Compassion	1.417
Empathy	1.385
Social Support	1.161

Source: Data that has been processed by the author (2026)

The explanatory power of the model was then evaluated using the coefficient of determination (R^2). The results indicate that the model explains 49.0% of the variance in psychological well-being ($R^2 = 0.490$; adjusted $R^2 = 0.479$), suggesting a moderate level of explanatory power for the endogenous construct.

Model fit indices were also examined to assess the overall adequacy of the model. As reported in Table 6, the Standardized Root Mean Square Residual (SRMR) value for both the saturated and estimated models was 0.051, which is below the recommended threshold of 0.08. Other indices such as d_ULS , d_G , Chi-square, and NFI also fall within acceptable ranges, indicating an adequate model fit for PLS-SEM analysis (Hair et al., 2019).

Table 6. Model Fit and Explanatory Power

	Saturated model	Estimated Model
SRMR	0.051	0.051
d_ULS	1.001	0.995
d_G	0.304	0.303
Chi-Square	412.074	410.922
NFI	0.869	0.869

Source: Data that has been processed by the author (2026)

The coefficient of determination for the endogenous construct is further presented in Table 7, confirming that psychological well-being achieves a moderate level of variance explained.

Table 7. Coefficient of Determination (R-squared)

Endogenous construct	R-squared	Adjusted R-squared
Psychological well-being	0.490	0.479

Source: Data that has been processed by the author (2026)

Effect size (f^2) was assessed to evaluate the contribution of each predictor to the endogenous construct. As presented in Table 7, empathy demonstrated a moderate effect size on psychological well-being, whereas workplace compassion and social support exhibited small effect sizes. The interaction terms also showed relatively small effect sizes. These interpretations were based on the guidelines suggesting that f^2 values of 0.02, 0.15, and 0.35 represent small, medium, and large effects, respectively (Hair et al., 2022).

Table 8. Effect Sizes (f^2) on psychological well-being

Predictor	Psychological well-being
Workplace Compassion × Social Support	0.087
Empathy × Social Support	0.001
Workplace Compassion	0.087
Empathy	0.230
Social Support	0.108

Source: Data that has been processed by the author (2026)

Bootstrapping analysis was conducted to test the proposed hypotheses. The results of the direct effects are presented in Table 9. Workplace compassion, empathy, and social support each showed positive and statistically significant effects on psychological well-being ($p < 0.001$), indicating strong empirical support for the main effects.

Table 9. Direct Effects (Bootstrapping Results)

Hypothesis	Path	Original Sample (O)	Standard Deviation (STDEV)	T-Statistic (O /STDEV)	P-Value
H1	Workplace compassion toward psychological well-being	0.251	0.061	4.131	less than 0.001
H2	Empathy toward psychological well-being	0.403	0.053	7.627	less than 0.001
H3	Social support toward psychological well-being	0.252	0.051	4.974	less than 0.001

Source: Data that has been processed by the author (2026)

The moderation effects are presented in Table 10. The interaction between workplace compassion and social support was found to be positive and statistically significant, indicating that social support strengthens the relationship between workplace compassion and psychological well-being. In contrast, the interaction between empathy and social support was not statistically significant, suggesting that social support does not moderate the relationship between empathy and psychological well-being.

Table 10. Moderation Effects (Bootstrapping Results)

Hypothesis	Path	Original Sample (O)	Standard Deviation (STDEV)	T-Statistic (O/STDEV)	P-Value
H4	Workplace compassion × Social support on psychological well-being	0.248	0.054	4.551	less than 0.001
H5	Empathy × Social support on psychological well-being	0.029	0.055	0.518	0.604

Source: Data that has been processed by the author (2026)

For interpretative purposes, conditional effects were estimated at low (−1 standard deviation) and high (+1 standard deviation) levels of social support, assuming standardized latent variables (see Table 11). The conditional effect of workplace compassion on psychological well-being was close to zero at low levels of social support but became substantially stronger at high levels of social support. This pattern indicates that workplace compassion contributes more strongly to psychological well-being when teachers perceive greater social support in their work environment.

In contrast, the conditional effect of empathy showed only minor differences between low and high levels of social support, suggesting that variations in perceived social support do not significantly alter the relationship between empathy and psychological well-being.

Table 11. Conditional Effects at Low and High Levels of Social Support

Conditional effects	Standardized effect
Effect of workplace compassion at low social support (−1 SD)	0.003
Effect of workplace compassion at high social support (+1 SD)	0.499
Effect of empathy on low social support (−1 SD)	0.374
Effect of empathy on high social support (+1 SD)	0.432

Source: Data that has been processed by the author (2026)

The Effect of Workplace Compassion on Psychological Well-Being

The results indicate that workplace compassion has a positive effect on teachers' psychological well-being. In private vocational schools in Cirebon, compassionate interactions from colleagues and school leaders help teachers feel emotionally valued, socially accepted, and psychologically secure when dealing with demanding workloads and emotionally challenging situations. This finding supports the theoretical perspective that workplace compassion functions as an important organizational resource that enables teachers to reduce emotional exhaustion and strengthen their capacity to cope with occupational stress. From a practical perspective, school administrators and educational managers should foster compassionate organizational cultures by promoting collaborative practices, mutual respect, and supportive leadership behaviors that encourage positive interpersonal relationships among teachers. Therefore, this study contributes to the literature on relational resources and employee well-being by demonstrating that workplace compassion is a critical organizational factor that sustains teachers' long-term psychological well-being and professional functioning.

Previous studies have consistently emphasized the positive role of workplace compassion in improving employee well-being and emotional functioning within organizations. Earlier research found that compassionate organizational climates

strengthen employees' emotional safety and increase positive interpersonal experiences in the workplace (Mandliya and Pandey, 2023). Other studies also reported that workplace compassion contributes positively to employee flourishing because individuals feel more supported and appreciated in their professional environments (Nolan et al., 2022). Research in organizational behavior further demonstrated that supportive and caring interactions reduce emotional strain and enhance psychological adjustment among employees. These previous findings support the current study by confirming that workplace compassion is an important determinant of teachers' psychological well-being.

The Effect of Empathy on Psychological Well-Being

The findings reveal that empathy positively affects teachers' psychological well-being. In vocational school settings in Cirebon, teachers with stronger empathic abilities are better able to understand students' diverse academic, emotional, and behavioral needs, enabling them to establish positive classroom interactions and create more meaningful educational experiences. This finding supports the theoretical perspective that empathy functions as an important personal resource that promotes emotional regulation, strengthens interpersonal relationships, and enhances positive psychological functioning among teachers. From a practical perspective, school administrators and educational managers should provide professional development programs that cultivate empathic communication, emotional intelligence, and reflective teaching practices to help teachers manage increasingly complex educational demands. Therefore, this study contributes to the literature on teacher well-being by demonstrating that empathy is a critical socio-emotional competence that directly supports teachers' long-term psychological sustainability and professional effectiveness.

These findings are consistent with previous studies highlighting the beneficial role of empathy in educational and organizational settings. Previous research demonstrated that empathy supports positive teacher–student relationships and contributes to more supportive classroom environments (Aldrup et al., 2022). Other studies also found that empathic teachers tend to experience stronger interpersonal connectedness and greater work meaningfulness in educational contexts (Wang and Lei, 2022). Research on socio-emotional competence further reported that empathy enhances communication quality and strengthens individuals' psychological adjustment in socially demanding professions. Therefore, the current findings reinforce prior evidence that empathy is an important socio-emotional resource that contributes positively to teachers' psychological well-being.

The Effect of Social Support on Psychological Well-Being

The results show that social support has a positive effect on teachers' psychological well-being. In private vocational schools in Cirebon, support from colleagues, school leaders, family members, and professional networks helps teachers manage occupational pressures, strengthen emotional resilience, and maintain psychological stability in demanding work environments. This finding supports the theoretical assumption that social support functions as a protective resource that enables individuals to adapt more effectively to workplace challenges while preserving positive psychological functioning. From a practical perspective, school administrators and educational managers should promote collaborative cultures, strengthen interpersonal relationships, and provide formal support mechanisms that encourage teachers to seek and receive assistance when needed. Therefore, this study contributes to the literature on teacher well-being by emphasizing that social support is not only a direct determinant of psychological well-being but also a strategic organizational resource for sustaining teachers' long-term professional and psychological functioning.

Previous studies have consistently reported that social support plays an important role in reducing psychological strain and improving well-being in demanding work settings. Earlier research found that social support strengthens resilience and helps individuals cope more effectively with work-related stress and emotional exhaustion (Fadillah et al., 2025). Other studies also demonstrated that employees who receive stronger emotional and interpersonal support tend to report higher psychological well-being and job satisfaction (Deegan and Dunne, 2022). Research in educational contexts further confirmed that social support enhances teachers' emotional adjustment and protects them from negative psychological outcomes associated with occupational stress. These findings support the present study by demonstrating that social support is an important determinant of teachers' psychological well-being.

The Moderating Role of Social Support on the Relationship between Workplace Compassion and Psychological Well-Being

The findings indicate that social support strengthens the positive relationship between workplace compassion and psychological well-being. In vocational schools in Cirebon, teachers who receive strong emotional and interpersonal support are more likely to transform compassionate interactions from colleagues and school leaders into sustainable psychological resources that enhance emotional security and professional belonging. This finding reinforces the theoretical perspective that organizational resources become more effective when accompanied by supportive social conditions that enable teachers to better cope with occupational pressures. From a practical perspective, school administrators and educational managers should establish collaborative work environments, peer-support programs, and open communication practices to maximize the benefits of workplace compassion for teachers' well-being. Therefore, this study contributes to the literature on relational resources and employee well-being by demonstrating that social support serves as an important contextual factor that amplifies the positive influence of workplace compassion on teachers' psychological well-being.

Previous studies have emphasized that social support functions as a buffering resource that strengthens the positive effects of workplace relational factors on psychological adjustment. Earlier research found that social support enhances individuals' ability to maintain emotional stability and resilience when facing stressful situations in organizational environments (Ibrahim, 2021). Other studies also demonstrated that supportive interpersonal environments increase the effectiveness of positive workplace experiences in promoting psychological well-being (Cohen and McKay, 2020). Research related to occupational stress further confirmed that emotional and social resources strengthen employees' capacity to benefit from positive organizational climates. These findings support the current study by confirming that social support reinforces the positive influence of workplace compassion on psychological well-being.

The Moderating Role of Social Support on the Relationship between Empathy and Psychological Well-Being

The findings indicate that social support does not significantly moderate the relationship between empathy and psychological well-being ($p = 0.604$). This result suggests that the positive contribution of empathy to teachers' psychological well-being is relatively independent of the level of social support available in the school environment. In private vocational schools in Cirebon, teachers with high empathy may have internalized empathic abilities as personal resources that enable them to establish meaningful relationships with students and manage emotional demands effectively. Consequently, social support does not provide additional reinforcement to amplify the beneficial effects of empathy on psychological well-being. These findings imply that

empathy primarily functions as an individual socio-emotional competence whose psychological benefits can be maintained even in varying levels of external support.

This finding also contributes to the literature on relational resources and employee well-being by demonstrating that not all resources interact synergistically in producing psychological outcomes. Although previous studies reported that social support can reduce empathic stress and emotional exhaustion among workers in emotionally demanding professions (Jennings and Min, 2023), the present study suggests that its moderating role may be context-dependent. Likewise, supportive environments have been shown to strengthen emotional competencies in organizational settings (Brandão et al., 2025), yet such effects were not observed in the relationship between empathy and teachers' psychological well-being. From a practical perspective, school administrators should complement supportive environments with programs that strengthen teachers' emotional self-regulation, resilience, and coping strategies through mentoring and professional development activities. Therefore, this study extends the theoretical understanding of Conservation of Resources Theory and Job Demands-Resources Theory by indicating that personal resources, such as empathy, may independently promote psychological well-being without requiring additional reinforcement from social support.

CONCLUSION

This study concludes that workplace compassion plays an important role in enhancing teachers' psychological well-being. Empathy and social support contribute to creating a caring, supportive, and emotionally healthy work environment, enabling teachers to manage work-related pressures more effectively. The findings highlight that compassion in the workplace is not merely an individual attitude but also an organizational resource that strengthens interpersonal relationships and promotes teachers' well-being. Therefore, educational institutions should foster a compassionate organizational culture by encouraging empathetic communication, collegial support, and institutional policies that address teachers' emotional and psychological needs.

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