

# The Role of Teacher Behavior as a Mediator in the Relationship Between Social Support and Students' School Well-Being at University X

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## Abstract

This study examined the mediating role of teacher behavior in the relationship between parental and peer social support and students' school well-being. Conducted as a case study at University X, the research aimed to understand how teacher behavior influences students' academic well-being within the context of changing educational environments. Using a quantitative correlational design, data were collected from 305 active students aged over 18 through purposive sampling. Standardized questionnaires were used to measure teacher behavior, school well-being, and social support from parents and peers. The data were analyzed using path analysis with JASP and SPSS software. Results indicated that parental and peer social support significantly influenced students' school well-being. Furthermore, teacher behavior was found to partially mediate this relationship, suggesting that supportive and consistent lecturer conduct enhances the positive impact of social support on academic well-being. These findings highlighted the importance of teacher behavior as an educational resource and offered valuable insights for improving student well-being, particularly in higher education settings experiencing transitions in learning modalities.

**Keywords:** *Teacher Behavior, School Well-Being, Social Support.*



## A. INTRODUCTION

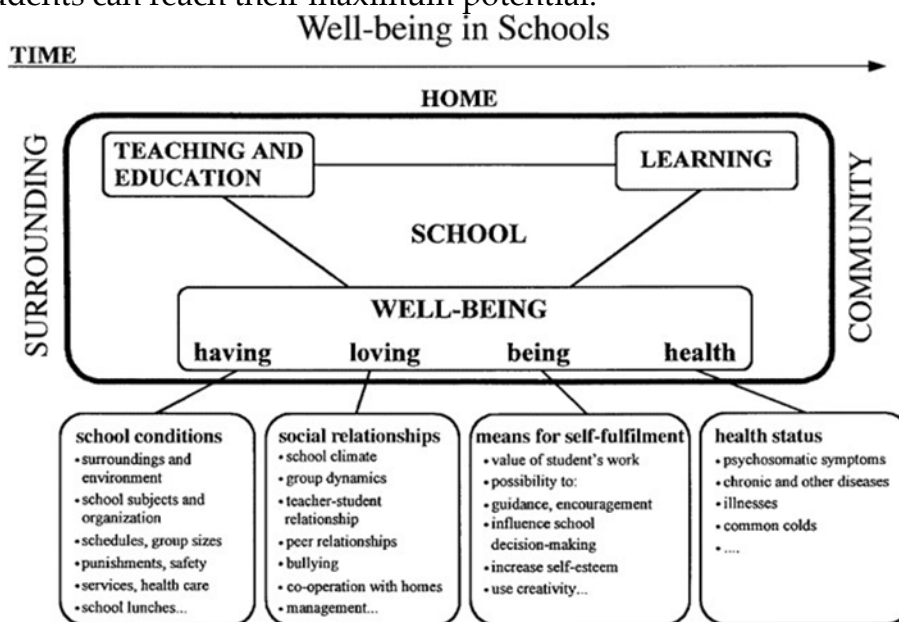
Students are individuals who undergo formal education at the college level. In undergoing the educational process in college, students are required to be able to complete academic demands, but on the other hand, students also need to adjust themselves socially. The process that students go through is thus very complex, so students are often faced with problems such as difficulties in dividing their time between lectures, assignments, socializing, and organizations. Apart from problems in the academic field, also from the non-academic field, problems that can often also stem from student interactions with friends, lecturers, or other people on campus. In general, these problems faced by students can hinder the studies they have to undergo in college (Jalal et al, 2022).

The conditions experienced by students will certainly have different ways of responding due to differences in assessment from the students themselves. Each student can give different assessments or impressions to each student towards their campus. The measurement of students' subjective assessment of their campus conditions is called school well-being which was developed by Konu & Rimpelä (2002). Furthermore, Konu and Rimpelä (Jalal et al, 2022) state that school well-being

is a student's subjective assessment of their school's condition which includes campus physical conditions (having), self-fulfillment needs (being), social relationships (loving), and health status (health) which are closely related to student welfare.

Academic well-being (school well-being) is a very important aspect in students' academic and psychosocial development. This well-being includes emotional, social, and academic dimensions, all of which contribute to learning success and student satisfaction in campus life. This concept of well-being is very significant because good well-being can increase learning motivation, social engagement, and have a positive impact on academic achievement.

Conversely, a decrease in school well-being can cause various problems, such as reduced interest in learning, mental fatigue, and even a tendency to drop out of college. School well-being is defined as a condition where students feel safe, comfortable, and have adequate support in their academic environment. According to Suldo and Shaffer (2008), school well-being includes emotional, social, and academic dimensions that interact and influence each other. This well-being not only impacts academic achievement but also students' mental health and social aspects. Thus, student well-being in the academic environment has a significant impact on their academic and psychosocial development, and it is important to pay attention to so that students can reach their maximum potential.



**Figure 1. The School Well-Being Model**

Source: Konu & Rimpelä (2002)

The School Well-being Model developed by Konu & Rimpelä (2002) emphasizes the importance of various factors in supporting student well-being at school. In this model, well-being is divided into four main elements: having, loving, being, and health. These four elements encompass various aspects related to students' experiences at school, including social relationships, physical conditions, and fulfillment of personal needs.

Having - This element relates to the physical and material conditions students have at school. This factor includes a supportive school environment, available facilities, appropriate curriculum, and policies that govern behavior and interaction. For example, a comfortable classroom atmosphere free from disruptions can greatly enhance student comfort, which in turn affects their learning motivation.

Loving - This aspect focuses on social relationships, such as interactions between students, relationships with teachers, and group dynamics within the classroom. Social support from peers and teachers can help students feel more connected to their environment, which is an important component in developing school well-being. Feeling accepted and valued by peers and teachers can also increase their love for the school environment and improve their academic performance.

Being - This aspect relates to self-development and fulfillment of students' psychological needs. School as a place to participate, develop, and achieve becomes an important part of the being experienced. Support for achieving academic and non-academic achievements gives students a sense of accomplishment that is important for identity development and self-confidence.

Health - Physical and mental health are key elements in student well-being. This factor involves not only physical health, such as disease prevention and nutritional adequacy, but also psychological health, including how students manage stress, anxiety, and academic pressure. Schools that have programs supporting student mental health, such as counseling services, can significantly contribute to improving school well-being.

Student Well-being (School well-being) refers to students' emotional, social, and academic well-being in their educational environment. This aspect includes feeling comfortable, fulfilled, and supported while on campus, as well as how students face academic and social challenges. According to Konu and Rimpelä (2002), school well-being can be defined as the level of student well-being related to their experiences in the educational environment, which includes the balance between academic demands and emotional support they receive. In this study, student well-being will be examined through how irregular academic policies affect this balance, including aspects of learning motivation and academic engagement (Renshaw, Long, & Cook, 2015).

In this research, irregular academic policies are analyzed as an independent variable affecting student well-being. School well-being is associated with the quality of learning experiences, social relationships, and self-development in the educational environment (Konu & Rimpelä, 2002). School well-being is a condition where students feel comfortable, safe, valued, and supported physically, emotionally, and socially in the school environment. According to Konu and Rimpelä (2002), there are four main dimensions of school well-being: physical conditions including facilities, cleanliness, comfort, and safety (School Condition), quality of social relationships at school, including interactions with peers and staff (Social Relationships), students' abilities

and opportunities to pursue personal interests and achieve success, including opportunities to learn and develop according to students' abilities and interests (Means for Self-Fulfillment), and students' physical and mental health conditions, which include general health, physical fitness, stress levels, and emotional balance (Health Status).

Saraswati, Tiarti & Riana (2017) suggest that school well-being factors are determined by the school, so schools must view school well-being as a unified whole to complement and address the challenges set by the United Nations (UN) on Children's Rights, namely: Children's education must be directed toward the development of personality, talent and mental abilities, and physical skills of children to fulfill their potential.

Although many studies have highlighted the importance of social support and teacher behavior on academic well-being, there are several gaps that need to be addressed. First, previous research has largely focused on the role of social support in general, without distinguishing between different sources of support, such as parents and peers, and how this support interacts with teacher behavior in influencing student well-being. Second, there is limited research specifically addressing the impact of sudden schedule changes and classes held outside normal hours on academic well-being. Third, although there has been research on the impact of unstructured teacher behavior, the role of social support as a protective factor in this context has not been fully explored. Thus, this becomes a novelty in this research to explain how teacher behavior can serve as a mediator in the relationship between social support from parents and peers with school well-being.

## **B. METHODS**

There is a role of teacher behavior as a mediator in the relationship between social support from parents and peers with school well-being among university students. This research is a non-experimental quantitative study. This research aims to test the correlation model between variables based on the above hypothesis. The population in this study consists of students enrolled at University X, with active status in attending lectures. The sample will be selected using purposive sampling method in nonprobability sampling, where participants are chosen based on criteria: Minimum age of 18 years, active students currently studying at University X. The number of participants is determined using the Slovin formula to ensure a representative sample size. From a student population of 305 people, using the Slovin formula with a 5% margin of error.

This research uses three main measurement instruments. First, the Multidimensional Scale of Perceived Social Support (MSPSS) consisting of 12 items to measure social support from three sources: parents, peers, and significant others. This instrument uses a 7-point Likert scale and has high reliability with Cronbach's Alpha values between 0.85-0.91.

Second, the Student Subjective Well-being Questionnaire (SSWQ) designed to measure student well-being through 16 items in four dimensions: Academic Satisfaction, Academic Efficacy, School Connectedness, and Gratitude for College Experience. SSWQ uses a 4-point Likert scale and shows excellent reliability with a Cronbach's Alpha of 0.88.

Third, Teacher Behavior (TB) which assesses teacher behavior from aspects of Interest, Health, Attitude, and Interaction using a 4-point Likert scale. TB has good reliability with a Cronbach's Alpha of 0.859.

### C. RESULTS AND DISCUSSION

Based on data produced, it was found that on the School Well-being variable scale, which has a Mean of 3.27, the majority of participants chose scales 1 to 4.5. Meanwhile, on the Parent and Peer Social Support variable scale, participants chose more evenly across the scale range from 1 to 7. For the teacher behavior variable measurement, the mean was 3.5, but based on Table 1, it can be noted that the majority of participants chose scales 1 to 5. Full details can be seen in Table 1.

**Table 1 Variable Data Overview**

Variable	Min	Max	Mean	Standard Deviation
School Well-being	1	4.5	3.27	0.58
Parent and Peer Social Support	1	7	5.08	0.91
Teacher Behavior	1	5	3.5	0.53

Based on the data obtained, subjects can be classified into three groups based on a hypothetical mean, namely low, medium and high categories. In the school well-being variable, it was found that there were 9.2% of participants in the low category, 63% of participants in the medium category, and 27.8% of participants in the high category. In the social support variables of parents and peers, it was found that there were 2.6% of participants with low levels of social support, 40.7% of participants with moderate levels of social support, and 56.7% of participants with high levels of social support. In the teacher behavior variable, it was found that there were no participants in the high category, 67.2% of participants had the medium category, and 32.8% of participants had the low category. Thus, it can be concluded that the majority of participants in this study had a moderate level of school well-being, a relatively high level of social support from parents and peers, and a moderate level of teacher behavior. A complete explanation can be seen in Table 2.

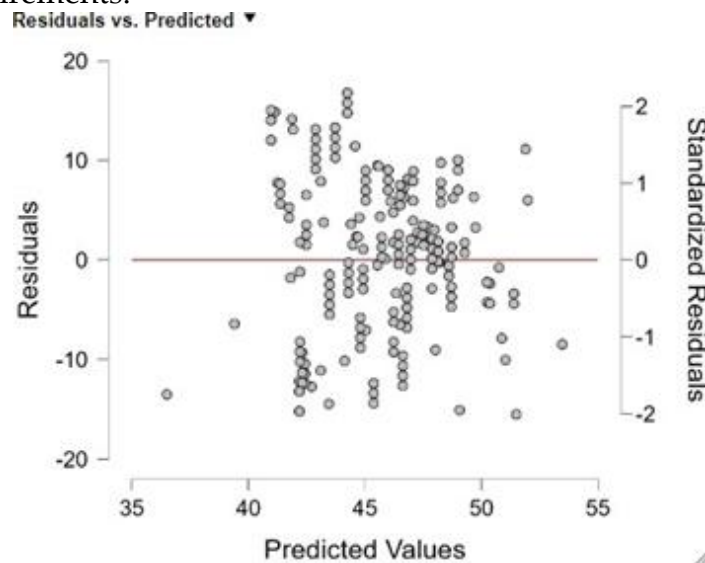
**Table 2 Range of Scores and Number of Subjects Classified as Low, Medium, and High**

Variable	Total Score Range	Categorisation	Number of subjects	Percentage (%)
School Well-being	$X < 33$	Low	28	9.2
	$33 < x < 51$	Medium	192	63
	$X > 51$	High	85	27.8
Parent and Peer Social Support	$X < 36$	Low	8	2.6
	$36 < x < 60$	Medium	124	40.7

	$X > 60$	High	173	56.7
	$X < 21$	Low	100	32.8
Teacher Behavior	$21 < x < 33$	Medium	205	67.2
	$X > 33$	High	0	0

**Test Assumptions**

The assumption tests carried out in the research are normality test, linearity test, multicollinearity test, and heteroscedasticity test. Based on the results of the normality test with the Shapiro Wilk Test, a significance value of 0.966 (SWB), 0.964 (DS) & 0.968 (TB) > 0.050 was obtained, meaning the data was not normally distributed. The linearity test results are obtained from looking at the distribution of data on the partial regression plot line which has a good distribution, which means the relationship is linear. The results of the multicollinearity test show a Tolerance value of 0.834 (Tolerance > 0.10) and a maximum VIF value of 1.199 (VIF < 10) so it can be interpreted that multicollinearity does not occur. Based on Figure 1, it can be interpreted that heteroscedasticity does not occur because the scatter plot below shows that the data is spread above and below or around the number 0. Apart from that, the data does not collect only above or below. The distribution of data also does not form a wavy pattern, and the distribution of data is not patterned. It can be concluded that the results of testing the classic regression assumptions through the normality test, linearity test, multicollinearity test and heteroscedasticity test have fulfilled the requirements.



**Figure 2. Heteroscedasticity Testing**

Correlation testing was conducted using the Spearman correlation test because the data was not normally distributed. Based on the test results, it was found that school well-being, parental and peer social support, and teacher behavior are all interrelated, with a correlation coefficient greater than 0.408, indicating significance beyond 0.05. This demonstrates that there is a significant relationship at a 99% confidence level. Among all the variables, the highest correlation was found between

teacher behavior and school well-being ( $r = 0.689$ ;  $p < 0.01$ ). The second highest correlation was found between parental and peer social support and teacher behavior ( $r = 0.611$ ;  $p < 0.01$ ). The lowest correlation was between parental social support and teacher behavior ( $r = 0.502$ ;  $p < 0.01$ ). Further explanations can be seen in Table 3:

**Table 3 Correlation Matrix between Variables**

No	Constructs	Mean	SD	1	2	3
1	School Well-being	46	6,05	1		
2	Parent and Peer Social Support	60,2	12,1	0,502*	1	
3	Teacher Behavior	32,05	4,82	0,689**	0.611*	1

Note. SS = Social Support, SWB = School Well-being, TB = Teacher Behavior. \* $p < 0.05$ ; \*\* $p < 0.01$

### Social Support on Teacher Behavior

Based on the multiple linear regression equation of parental and peer social support on teacher behavior, the regression line equation indicates that the constant value  $\alpha$  of 15.918 shows that if the independent variable, social support, is 0, then the teacher behavior is 15.918. The  $\beta$  (regression coefficient for Social Support) value of 0.268 means that if social support increases by one unit, teacher behavior increases by 0.268, assuming other variables remain constant. Additionally, the p-value of 0.000  $< 0.05$  indicates that there is a significant positive influence of parental and peer social support on teacher behavior among students at University X.

**Table 4 Results of Simple Linear Regression Test: Social Support on Teacher Behavior**

Model	$\beta$	SE	$R^2$	$p$
(Constant)	15.918	1.033		.00
DS – TB	0.268	0.017	.454	.00

TB =  $15.918 + 0,268$  SS

Note. TB = Teacher Behavior,  $\alpha$  = Constant,  $\beta$  = Regression Coefficient, SS = Social Support

### Teacher Behavior on School Well-being

Based on the multiple linear regression equation for teacher behavior on school well-being, the regression line equation indicates that the constant value  $\alpha$  of 19.277 shows that if the independent variable, teacher behavior, is 0, then school well-being is 19.277. The  $\beta$  (regression coefficient for teacher behavior) value of 0.837 means that if teacher behavior increases by one unit, school well-being increases by 0.837, assuming other variables remain constant. Additionally, the p-value of 0.000  $< 0.05$  indicates that there is a significant positive effect of teacher behavior on school well-being among students at University X.

**Table 5 Results of Simple Linear Regression Test: Social Support on School Well-Being**

Model	$\beta$	SE	$R^2$	$p$
(Constant)	27.840	1.393		.000
DS – SWB	0.303	0.023	0.609	.000

### Social Support on School Well-Being

Based on the multiple linear regression equation for parental and peer social support on school well-being, the regression line equation indicates that the constant value  $\alpha$  of 27.840 shows that if the independent variable, social support, is 0, then school well-being is 27.840. The  $\beta_1$  (regression coefficient for social support) value of 0.303 means that if social support increases by one unit, school well-being increases by 0.303, assuming other variables remain constant. Additionally, the p-value of 0.000 < 0.05 indicates that there is a significant positive effect of parental and peer social support on school well-being among students at University X.

**Table 6 Results of Multiple Linear Regression Test: Teacher Behavior on School Well-Being**

Model	$\beta$	SE	R <sup>2</sup>	P
(Constant)	19,277	1.740	.443	.00
TB – SWB	0.837	0.054	.00	.00

SWB = 19,277 + 0,837 TB

Note. SWB = School Well-being,  $\alpha$  = Constant  $\alpha$ ,  $\beta$  = Regression Coefficient, TB = Teacher Behavior

### Teacher Behavior on School Well-Being

Based on the multiple linear regression equation for parental and peer social support and teacher behavior on school well-being, the regression line equation indicates that the constant value  $\alpha$  of 18.453 shows that if the independent variables, parental and peer social support and teacher behavior, are 0, then school well-being is 19.277. The  $\beta_1$  (regression coefficient for social support) value of 0.145 means that if social support increases by one unit, school well-being increases by 0.145, assuming other variables remain constant. The  $\beta_2$  (regression coefficient for teacher behavior) value of 0.590 means that if teacher behavior increases by one unit, school well-being increases by 0.590, assuming other variables remain constant. Additionally, the p-value of 0.000 < 0.05 indicates that there is a significant positive effect of parental and peer social support together with teacher behavior on school well-being among students at University X.

**Table 7 Results of Multiple Linear Regression Test: Social Support and Teacher Behavior on School Well-being**

Model	$\beta$	SE	p	R <sup>2</sup>
(Constant)	18.453	1.676	.00	.795
SS	0.145	0.028	.00	
TB	0.590	0.070	.00	

SWB = 18,453 + 0.145 SS + 0.590 TB

Note. SWB = School Well-being,  $\alpha$  = Constant,  $\beta$  = Regression Coefficient, TB = Teacher Behavior, SS = Social Support.

### Mediation Test

In Table 8, the results of the mediation test conducted using MRA and the Sobel test are presented. The mediation test results indicate that the path coefficient ccc between parental social support and school well-being is 0.303, with a confidence

interval that includes the value 0 (0.000), indicating significance at the level of  $< 0.05$ . However, when the variable teacher behavior is present as a mediator, the  $c'c'$  path coefficient is found to be 0.590, with a confidence interval that includes 0.000, which means it is significant. The path  $aaa$ , showing the effect of social support on teacher behavior, and the path  $bbb$ , showing the effect of teacher behavior on school well-being, are also found to be significant at the  $p < 0.05$  level. Therefore, based on Baron and Kenny (1986), it can be stated that there is a mediation role. In other words, the variable teacher behavior fully mediates the relationship between parental and peer social support and school well-being. Based on the mediation test results, the hypothesis stating that teacher behavior acts as a mediator in the relationship between parental and peer social support and school well-being among students at University X can be accepted. For complete results, please refer to Tables 8 and 9.

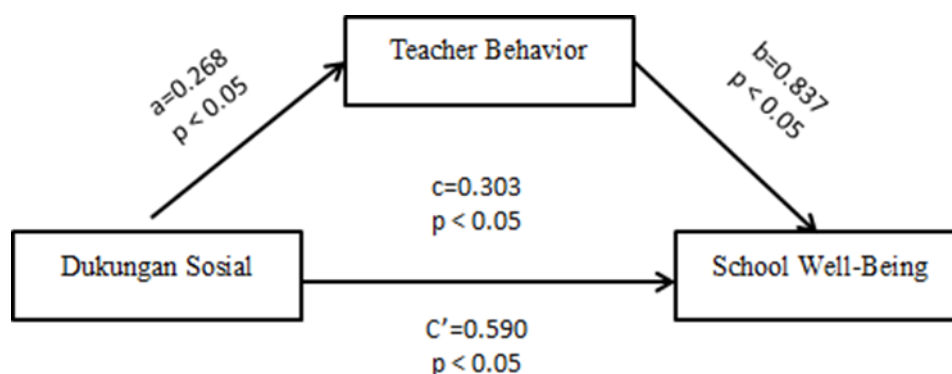
**Table 8 Results of Mediation Test**

Summary	Path	$\beta$	SE	p
SS – TB	a	0.268	0.017	.00
TB – SWB	b	0.837	0.054	.00
SS – SWB	c	0.303	0.023	.00
SS*TB - SWB	$c'$	0.590	0.070	.00

Note.  $\beta$  = unstandardized coefficient. SE = standard error, SS = Social Support, SWB = School Well-being, TB = Teacher Behavior.

**Table 9 Result of the Sobel Test**

Results		Test Statistic	P-Value
a	0.268	7,432	0.000
b	0.590		
Sa	0.017		
Sb	0.070		



**Figure 3 Results of Hypothesis Testing**

**Additional Analysis Results**

As an additional analysis, a difference test was conducted using the independent sample t-test. Based on the results of the difference test on parental and peer social support, teacher behavior, and school well-being examined by gender, p-values of less than 0.05 were obtained for all variables considered based on gender. This indicates that there are differences in the levels of social support, teacher

behavior, and school well-being between male and female students. A detailed overview of the variables can be found in Table 10.

**Table 10 Overview of Variables by Gender**

Variable	Gender	Mean	SD	F	p	Description
Social Support	Males	59.32	10.98	.017	.029	Notable Difference
	Females	62.10	10.78			
Teacher Behavior	Males	31.47	2.96	.684	.00	Notable Difference
	Females	32.86	3.59			
School Well- Being	Males	48.59	5.96	26.22	.00	Notable Difference
	Females	43.96	8.93			

Another difference test was conducted to determine the differences in parental and peer social support, teacher behavior, and school well-being among participants based on age. The results of the age-based difference test showed p-values greater than 0.05 for the following variables: Parental Social Support and Peer Support:  $p = 0.467$ , Teacher Behavior:  $p = 0.281$ , School Well-Being:  $p = 0.142$ . This indicates that there are no significant differences in the levels of parental and peer social support, teacher behavior, and school well-being between participants aged 18 to 20 years and those aged 21 to 25 years. The results related to the mean, standard deviation (SD), and F for each variable can be found in Table 11.

**Table 11 Overview of Variables by Age**

Variable	Age	Mean	SD	F	p	Description
Social Support	18-20 years	61.33	11.67	5.258	.467	No notable difference
	21-25 years	60.38	9.56			
Teacher Behavior	18-20 years	32.46	3.37	3.497	.281	No notable difference
	21-25 years	32.02	3.47			
School Well-Being	18-20 years	45.30	8.21	1.081	.142	No notable difference
	21-25 years	46.72	8.07			

Another difference test was conducted to determine the differences in parental and peer social support, teacher behavior, and school well-being among participants based on their semester. The results of the semester-based difference test showed p-values greater than 0.05 for the following variables: Parental Social Support and Peer Support:  $p = 0.924$  and Teacher Behavior:  $p = 0.796$ .

This indicates that there are no significant differences in the levels of parental and peer social support and teacher behavior between participants in semesters 1 to 5 and those in semesters 7 to 13.

However, the results for the variable School Well-Being showed a significance value of 0.001, which is less than 0.05. This indicates that there are significant differences in academic well-being between participants in semesters 1 to 5 and those in semesters 7 to 13. The results related to the mean, standard deviation (SD), and F for each variable can be found in Table 12:

**Table 12 Overview of Variables by Semester**

Variable	Age	Mean	SD	F	p	Description
Social Support	Semester 1-5	61	11,26	2.343	.924	No notable difference
	Semester 7-13	60,8	8,68			

Teacher Behavior	Semester 1-5	32,28	3,44	.083	.796	No notable difference
	Semester 7-13	32,42	3,23			
School Well-Being	Semester 1-5	45,2	8,04	.003	.001	Notable difference
	Semester 7-13	49,5	8,09			

The aim of this study is to examine how teacher behavior serves as a mediating variable in the relationship between parental and peer social support and the mental well-being of students at University X. Several findings have emerged from this research. First, based on correlation test results, it was found that each variable in this study is significantly related to one another ( $p < 0.01$ ). Teacher behavior has the strongest significant relationship with the variable school well-being ( $r = 0.689$ ;  $p < 0.01$ ), while parental and peer social support have a moderate relationship with teacher behavior ( $r = 0.611$ ;  $p < 0.01$ ). The lowest significance value was found between parental support and school well-being ( $r = 0.502$ ;  $p < 0.01$ ).

Second, based on the results of the Mediation tests using MRA and Sobel, the path coefficient  $c$  between parental support and school well-being is 0.303, with a confidence interval that includes the value 0 at .000, indicating significance at a level  $< 0.05$ . However, when teacher behavior is included as a mediator, the path coefficients' increases to 0.590, with a confidence interval that includes the value 0.000, which means it is significant. The path  $a$ , which indicates the effect of social support on teacher behavior, and path  $b$ , which indicates the effect of teacher behavior on school well-being, were also found to be significant at  $p < 0.05$ . Therefore, based on Baron and Kenny (1986), it can be stated that there is a mediating role. In other words, teacher behavior fully mediates the relationship between parental and peer social support and school well-being.

According to the mediation test results, the hypothesis stating that teacher behavior acts as a mediating variable in the relationship between parental and peer social support and school well-being of students at University X is significantly supported. This is due to the supportive behavior of teachers providing a positive influence on the relationship pattern. Structured and supportive teacher behavior has been identified as a factor that supports student well-being.

Based on initial observations, it was found that teacher behavior does not support an effective teaching and learning process, characterized by inconsistent behavior compared to ideal expectations, which negatively affects student performance due to inconsistent class schedules, as indicated by preliminary data collected by the researcher. This is also supported by research conducted by Bashir and Raja (2014), which states that inconsistent teacher behavior can cause confusion and uncertainty, ultimately affecting students' motivation and mental well-being. This finding is reinforced by Karabenick & Sharma (1994), who indicated that unclear teacher behavior in providing direction and feedback often leads to academic anxiety among students.

In this study, the findings did not align with the initial phenomenon, as statistical data proved that teacher behavior overall is positively correlated, thereby

positively impacting the mediation of parental and peer social support with school well-being. The inconsistent behavior found was only among a small group of students. Some students reported inconsistencies in class schedules; however, overall data indicated that teacher behavior was categorized as moderate to high, positively influencing both school well-being and social support. These research results are consistent with previous studies that indicate a significant relationship between social support and school well-being (Sofia & Purba, 2023) and the influence of teacher behavior on academic well-being (Zhang & Zheng, 2020).

The third finding is based on the results of difference tests for each variable by gender, age, and semester level. Based on the age difference test, no significant differences were found in parental and peer social support, teacher behavior, and school well-being among students aged 18-20 and 21-25. However, there were differences in parental and peer social support, teacher behavior, and school well-being between male and female participants. Tupamahu (2020) explains that gender is a cultural concept that can be used to describe differences in roles, mentalities, behaviors, and emotional characteristics between males and females in society, supporting the likelihood of differences based on gender.

Furthermore, in the semester difference test, no significant differences were found in parental and peer social support and teacher behavior between semesters 3-5 and 7-13; however, there were significant differences in school well-being.

Social support from parents and peers serves as a factor that can mitigate the negative impacts of academic stress. Academic stress often arises from task demands, exams, or sudden changes in class schedules, which can exert emotional pressure on students. This social support can provide emotional stability and help students manage academic pressure more effectively. Based on the research findings, it is evident that parental and peer social support is positively correlated and mutually supportive. Research by Maspupah et al. (2021) indicates that students receiving good social support from parents, peers, and teachers have higher school well-being compared to those with less social support. Sofia & Purba (2023) also added that students who perceive the social support they receive positively tend to have a better assessment of their school environment.

#### **D. CONCLUSION**

This research reveals that social support from parents and peers plays a significant role in enhancing the school well-being of students at University X (Wijaya et al., 2020). Furthermore, teacher behavior has proven to act as a mediator that strengthens the relationship between that social support and school well-being. This indicates that consistent and supportive teacher behavior can create a conducive academic environment, where students feel more motivated, comfortable, and actively engaged in academic activities (Renshaw et al., 2015).

Based on the results of this research, several recommendations can be made. First, the university is advised to provide training and routine evaluations for teachers

to enhance consistency in their policies and behaviors. This aims to optimally support student well-being, as also supported by the research of Saraswati et al. (2017), which states that the evaluation and development of school well-being is a challenge that educational institutions need to address. This study also indicates that self-esteem plays an important role in supporting student resilience, which may relate to the improvement of their academic well-being.

Second, students' parents need to be educated through special programs designed to enhance their understanding of the importance of emotional support and motivation during their children's studies. These programs could include seminars, workshops, or discussion groups involving parents (Wijaya et al., 2020).

Third, to enhance social support from peers, the university could facilitate the formation of study communities or discussion groups that encourage positive interactions among students. Bonding activities such as outings or informal discussion sessions could also be conducted to strengthen the sense of togetherness. With supportive programs and policies in place, it is hoped that students' school well-being can continue to improve, thereby creating an optimal learning atmosphere that supports better academic achievement.

This research is expected to serve as a strategic recommendation for university management to identify and evaluate inconsistent teacher behavior. Through this evaluation, the positive influence of social support from parents and peers on academic well-being can be maximized, as demonstrated by previous research findings (Renshaw et al., 2015; Wijaya et al., 2020; Saraswati et al., 2017).

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