

## **subjective Well- being and Its Relation to Affiliation Motivation Among Preparatory School Teachers**

Ahmed Mohammed Marzouq <sup>1</sup> , Prof. Waheda Husian Ali <sup>2</sup>

<sup>1,2</sup> Department of Educational and Psychological Sciences, College of Education/ Al-Mustansiriya University

Email<sup>1</sup>:a.marzuk80@gmail.com

### **Abstract:**

The current research aims to identify the relationship between subjective well-being and Affiliation motivation among middle school teachers. To achieve this goal, the researcher adopted the subjective well-being scale of Pontin and others (Pontin et al, 2013), which in its final form consisted of (24) items, distributed on three dimensions (physical health and well-being, psychological well-being, relationships), as well as the adoption of the Hill Affiliation Motivation Scale ( Hill, 1987), which in its final form consisted of(26) items, divided into four dimensions (Positive stimulation, social comparison, emotional support ,Attention) and after verifying the psychometric properties of the two scales, they were applied to the applied research sample The total (550) teachers and schools were chosen by the stratified random method, and after data collection and processing statistically using appropriate statistical methods, it was found that there is a positive direct relationship between subjective well-being and the motivation of Affiliation among middle school teachers.

**Keywords:** subjective Well- being. Affiliation Motivation

### **Introduction**

Evans (2011) study indicated the need to address defects in the school environment, to change teachers' unhealthy attitudes and behaviors, and to strengthen the ties between them in a way that enhances their self-well-being, and contributes to raising the efficiency of the educational process outcomes. (Evans, 2011:345) Hijazi also stressed the importance of teachers' enjoyment of mental health, which is achieved by the individual's possession of self-confidence and independence, and to benefit from the available capabilities in managing life affairs and the ability to plan for the future. He explained the need to have the ability to discover opportunities and solve problems in innovative ways, possess high communication skills and actively interact with others, as well as the need to work as a team, and be able to understand colleagues by enjoying high levels of social and emotional intelligence (Hegazy, 2004: 312). The importance of the relationship between subjective well-being and the motive of Affiliation is clear from the individual's need to possess the social skills necessary to obtain acquaintances and friends and maintain lasting relationships with them, and the ability to interact constructively with others, which is one of the most important distinguishing features of individuals with a high sympathy motive, which at the same time is one of the basic conditions for enjoying a high level of subjective well-being (Van, 1951: 405) The establishment of social relations characterized by warmth and harmony, is a very important issue for the formation of a more cohesive society that is more capable of meeting the psychological and social requirements of its members, and avoiding them from anxiety, frustration, psychological pressure and other variables that Obstacles to achieving the required

level of efficiency at work (Jacob, 1979: 47) Gregory (2009) stressed the importance of studying the motivation of fidelity in educational institutions, because of this variable's role in raising the level of their subjective well-being. Co-workers counted as contributing factors to achieving subjective well-being and job satisfaction. He also explained that teachers enjoy informal relationships with their colleagues, including joking and exchanging jokes, as doing so relieves the tension imposed by working conditions, as well as reduces tension and boredom (Gregory, 2009: 388) and increases the sense of subjective well-being if workers are satisfied with their peers. And when they belong to a solidarity group, the efficiency of the group's work increases and its productivity increases. Friendly relations between members provide solidarity and reduce stress, which is positively reflected on the psychological and physical health of workers (Argel, 1993: 58) The high level of Affiliation motivation is related to the ability to psychological adjustment and adapt to events, which positively affects the well-being of individuals. The study of Elliot and Thrash (Elliot & Thrash, 2002) indicated that the relationships of teachers and teachers with high Affiliation motivation with colleagues and students are often characterized by warmth, interest and positive interaction, when the learning environment is appropriate for them. (Elliot & Thrash, 2002: 804) Many studies have emphasized the important role of social support and positive relationships with others in alleviating the severity of stress and problems faced by individuals. Arulrajah and Harun (2000) conducted a study in Malaysia that examined the relationship between subjective well-being and friendly social relationships among University graduates, and its results showed a positive and statistically significant correlation between the two variables (Al-Kinani, 2018: 15), which was reinforced by the study of Marx and Whirter (Marks & whirter, 1972) It showed that interpersonal relations are at the forefront of the areas that should be studied, given the consequences and impacts that they have on well-being, mental and physical health. As well as its role in enabling the individual to live a fulfilling and fruitful life that enables him to feel efficient and in control. This study also found that individuals feel mentally healthy when they are part of a network of relationships that bring them together with others, and when they exchange feelings of warmth and Affiliation in a framework of mutual acceptance. (Marks & whirter, 1972: 117) And people who have high Affiliation motivation are less anxious. They also have a positive impact on those around them. They are more confident in themselves. When they compare themselves to others, they tend to consider themselves the same. They are also more automatic. And they seek openness when dealing with relatives, friends and colleagues, which contributes to their enjoyment of a high degree of subjective well-being (Elliot & Thrash, 2002: 804)). disorders and diseases, and helps them to quickly return to their normal position, which enhances their sense of well-being (Jacob, 1979: 48) The individual's high affectionate motivation is linked to positive feelings and life satisfaction as a result of the tendency to establish friendly relations with others, as people with high affectionate motivation express a desire to engage in lasting relationships. In addition to their tendency to express themselves, their desire to listen to other people's conversations, and to feel satisfied when they are with them. (McAdams & Powers,1981:574) The level of feeling well-being at work is related to the extent of the acceptability and popularity of individuals among their colleagues, as well as belonging to a homogeneous group, and the extent to which there is the opportunity to carry out the greatest amount of social interaction during working hours, in addition to achieving other elements such as assistance, advice and satisfaction resulting from cooperation during joint work (Shaver and Buhrmeister, 1983:32) It is clear from the above the importance of Affiliation motivation and the role it plays in achieving the subjective well-being of male and female teachers in particular, as a result of its contribution to consolidating cooperation and harmony among the members of the educational staff and satisfying their psychological and social needs.

### **Research problem**

Teachers usually face many difficulties at work, such as the lack of discipline in the classroom

by some students, their low ability to meet the aspirations and goals of their teachers in terms of performing school duties, and poor comprehension of the scientific material, in addition to the tension that may affect the relationship of teachers with the administration and colleagues, and other such issues. Problems, which generate stress and low level of subjective well-being. Therefore, teachers may feel anxious and frustrated, accompanied by a lack of performance and a decrease in the level of their self-confidence, as they become more susceptible to the so-called burnout (Kelly and Colquhoun, 2003: 191) Hill (2009) confirmed that the weakness of the motive of Affiliation may make some individuals prefer solitude, which leads them to stay away from others. Which may be a defense against the danger posed by social interaction in their view. However, this type of isolated individuals still needs to communicate with others, or else their condition will worsen and they will fall prey to turmoil and mental illness. Mental illness, in one of its dimensions, represents an imbalance in the relationship between the self and the other. The schizophrenic tendencies are evident in individuals whose overall relationship with their social environment has been confused, as these people cannot feel harmony with themselves or with others (Hill, 2009: 412) The Gregory study (2009) confirmed that the various pressures that teachers are exposed to, make their relationships with others less stable, which hinders their ability to do their work as required. This study showed that ensuring the well-being of students and the quality of education they receive is conditional on teachers achieving well-being indicators (Gregory, 2009: 388). The problem of the current research lies in identifying the level of the relationship between the motivation of lovemaking and the subjective well-being of teachers in middle schools in Baghdad governorate.

### **Research importance**

The achievement of subjective well-being has significant positive effects on the behavior of individuals, including the enjoyment of thinking in a positive and creative manner. Its achievement also makes individuals more confident and self-esteem, raises their level of social competence, provides them with a willingness to solve problems in more effective ways, and makes them more willing to provide social support to others. People who have a high level of well-being, have many social skills that help them achieve success in their relationship with others, and be able to get more popularity. In turn, effective social communication enhances the well-being of these people. It was also found that subjective well-being has a major role in generating ambition among individuals. (Argyle & Henderson:1984,213) Despite the importance of the role of educational institutions, curricula, modern technologies and other means and mechanisms in the success of the educational process, the teacher remains a pivotal role in achieving the ultimate goals of education. The researcher believes that teachers' enjoyment of a high level of subjective well-being and the motivation of Affiliation is indispensable for achieving these goals. His review of previous studies related to research variables also indicates that there is a close relationship between the motivation of lovemaking and subjective well-being.

### **Search terms**

1-Subjective well-being: "People's awareness of their psychological well-being, physical health, and their relationships with others and with the environment, by assessing their feelings, experiences, and behavioral responses while dealing with the environment around them."

2-Companionship Motivation: "the desire to relate and interact with others, in a manner characterized by warmth and harmony."

### **Theoretical framework**

#### **First: subjective well-being:**

According to Pontin, et al: 2013, subjective well-being is individuals' assessment of their psychological state, behavioral responses, and the psychological consequences of this process.

Subjective indicators of well-being are evident through the answers that individuals provide about the nature of questions asked about their feelings, experiences, and assessment of their lives as a whole. Which differs from the more traditional method that resorts to measuring objective variables such as educational attainment, health status and work to determine the level of well-being. It is noted that objective indicators sometimes fail to measure self-perception, although these indicators are an important factor in understanding subjective well-being. (Pontin, et al, 2013:2) Personality is one of the strongest and most consistent predictors of subjective well-being, and evidence for the association between subjective and personal well-being comes from a wide range of studies and research approaches. A set of theories have been developed to explain this connection, as it is the Temperamental Predisposition for (S W B). Among the models that considered genetic factors to determine the nature of the personality of the individual and his preparations, including determining his level of well-being. The authors of this model believe that some individuals have a tendency with genetic roots to feel satisfied or dissatisfied with their lives, which indicates that well-being or the lack of it, is due to innate differences between individuals. The strongest supporting evidence for this comes from behavioral genetics studies. In view of the existence of fixed and predisposed tendencies to feel a certain level of well-being, this leads to subjective well-being to be relatively harmonious and stable across time and different situations. Although events may temporarily increase or decrease the level of subjective well-being, with their baseline levels (Kozma et al, 1997: 14) Pontin et al, 2013) emphasized that there are three essential aspects that must be present to achieve subjective well-being, and these aspects are physical health, mental health, and positive relationships with others. Well-being related to physical health means the positive awareness of individuals of their physical health, and the related freedom from chronic diseases and the accompanying symptoms and consequences that are reflected in the quality of life. In addition to the satisfaction of individuals with the health services they receive. As for well-being related to mental health, it refers to the positive evaluation of individuals for their mental health, which means that they are free from mental illness and disorders. While well-being related to relationships with others refers to the positive relationships that bind an individual to others and the surrounding social environment. Bunten and his colleagues believe that there are reciprocal effects between physical health and subjective well-being, as good health is reflected in the extent of feelings of well-being. In general, people with a higher level of subjective well-being have better health (Pontin et al, 2013:12) In a recent study, researchers injected participants with the influenza virus with the aim of knowing the effect of positive emotions and positive perceptions on their physical health. The results of the study showed that people with positive emotions had greater resistance to infection than those with negative emotions. Researchers have also found that people who enjoy subjective well-being have stronger immune systems and healthier hearts (Diener & Ryan, 2009: 399). The researchers studied eight relationships between objective physical health and subjective well-being, and found that only one of these relationships was statistically significant, while the health status of the individual, as perceived by him, predicted his well-being reliably. The effect of subjective well-being was confirmed by negative emotions and objective health at the same time. It also turns out that an individual's perception of his health is affected by personality traits. It was found that neurotic people recall symptoms of their diseases related to the digestive and respiratory systems to a greater degree than others. Health measures that depend on self-assessment not only reflect the actual health status, but also reflect the level of an individual's emotional adjustment to his health condition, so it seems that health as perceived by the individual is more important than objective health in terms of influencing the level of subjective well-being. (Wood, 1996: 223) Although adaptation is one of the most common explanations for the weak relationship between objective health and subjective well-being, Diener et al. (Diener et al, 1999) do not consider this explanation sufficient. As Brickman et al 1987 found in a study of spinal cord injury victims, these people do not appear unhappy to the extent expected, but their level of happiness after the accident was significantly lower than the control group. Similarly, the same study indicates that individuals

who suffer from severe illness may not be able to return to the level of subjective well-being they were in before they became ill (Brickman et al 1987:64) This indicates that the impact of the health status on the subjective well-being of the individual, depends on his awareness of his health status. But when the handicapped health condition is severe or generates multiple or chronic problems, it may negatively affect the subjective well-being of the individual and permanently, but when the disability is less severe or temporary, the individual can adapt to it. Mental health also has an important and direct impact on individuals' perception of their subjective well-being, as reduced well-being may be accompanied by many symptoms associated with mental and mental disorders and diseases (Pontin et al, 2013:12). Anxiety, depression, psychosomatic symptoms, and mental ill health in general (Kasl, 1973:509) Depressed people usually rate themselves negatively. Depressed patients also remember negative traits and information about themselves more than their healthy peers. Cognitive theory emphasizes that people with depression have many distorted beliefs and opinions, often choose negative interpretations of events, and expect rejection and failure. This is not only related to depression, but also to many other mental illnesses, such as anxiety, phobias, and others. This was pointed out by Iron Beck, when describing the automatic thoughts experienced by psychopaths, which affect their level of subjective well-being (Beck, 2015: 289-290). The individual's perception of life, its purpose, and the way in which one views the future are among the core issues related to mental health that Bunten and others have included in their model of subjective well-being. Individuals' realization that they have a purpose in life, such as academic or financial success, or the pursuit of wealth and fame, for example, positively affects their level of subjective well-being, compared to individuals who lack clear goals. Also, their sense of the meaning of life is associated with the goals they seek to achieve, which in turn affects their sense of well-being (Pontin et al, 2013:2). Individuals' self-esteem and how they view themselves play a role in determining their level of well-being. Individuals' self-perception is related to a range of factors, including previous experiences they have gone through, in addition to others' evaluation of them. The study of (Ginandes, 1977) showed that people who belong to the upper and middle classes, in addition to those with academic degrees, feel high self-esteem, while the level of self-esteem is low among the unemployed and divorced, which is reflected in the extent of their sense of self-well-being. (Ginandes, 1977:22) Bunten et al. consider independence as an indicator of subjective well-being. It refers to the need for self-assertion and independence, especially in societies that seek to impose obedience and obedience on their members. An example of independence is the individual's ability to evaluate and direct oneself based on subjective criteria (Lopez and Sanders, 2013: 754). Control of the environment is also one of the elements associated with mental health, which includes the ability to manage daily events and take advantage of opportunities. As the individual's feeling of his ability to play his social roles in a positive way and his ability to obtain his needs from the surrounding environment increases his sense of well-being (Pontin et al, 2013:2) Personal growth and development is one of the basics of feeling mental health, as it is an expression of the individual's ability and determination to continue developing the skills and talents that he possesses, and also includes being able to open up to experience, and the ability to diagnose challenges in different situations. Therefore, personal growth is one of the variables affecting well-being (Lopez and Sanders, 2013: 755). Bunten and others argue that the presence of close people and a social support network is one of the reasons for the high level of subjective well-being. Diener and Seljman emphasized that the happier individuals have excellent social relationships, and the Veenhoven study indicated that those who enjoy positive social relationships have a greater ability to face the stresses and major life events. On the other hand, loneliness and isolation are associated with severe depression, and then with a low level of subjective well-being. (Veenhoven, 1991: 83) The presence of a relatively large number of friends, positively affects the level of well-being. People with high well-being have the ability to make more friends, have greater confidence in themselves and others, and tend to find their own social support systems. (Younes, 2011: 125) Bunton and others considered satisfaction

with sexual life and how individuals perceive this relationship as one of the components of the variable social relations. This is because this aspect of an individual's life plays a role in determining his or her own well-being. There is no doubt that satisfactory emotional and marital relationships are among the most important sources of social support, which is related to the extent to which individuals feel satisfied with their lives. Also, the activities that people engage in with friends and colleagues in their spare time is closely related to their sense of well-being. Exercising or going to the cinema and theater and other activities that individuals engage in outside work contribute to an increase in their level of awareness of subjective well-being (Wilson, 1980, 23). Bunten and others have emphasized other aspects related to the individual's relationship with others and the surrounding environment that must be available to achieve subjective well-being, including; The individual's adoption of the beliefs and opinions prevailing in society, his confidence and belief in them, in addition to his belief in the opinions he forms about himself, the world, and the group to which he belongs (Pontin et al, 2013:4)

Secondly: motivation affiliation:

Several recent theories have emphasized that understanding motives in general becomes much easier when distinguishing between the sub-components of each motive. Evidence indicates that the motivation of tetrad has several components. Hill (Hill, 1987) put forward a multi-dimensional model of coaxial motive, and coherence motive according to Hill consists of four different dimensions, but they are related to each other at the same time. These dimensions are: Positive stimulation, emotional support, social comparison, and attention. The aim of dividing the motive of Affiliation into the four sub-motivations, is to distinguish between the indirect equivalents of social contact (economic resources such as services, goods and money). Among those rewards of a socio-moral nature (respect, praise, sympathy and affection). (Baumeister & Leary, 1995: 506) Hill (1987) developed an Interpersonal Orientation Scale to measure the four components of Affiliation motivation and considered each of these components as a means to determine the most satisfying component for the individual. The first component is social comparison, which means participating in social activities in order to compare an individual's performance to that of others. The second component is attention and indicates the extent to which the individual wants to be the center of social interactions. The third component is emotional support, which means the individual's need for the presence of others when he is anxious or under pressure. The final component is Positive stimulation, which refers to intimate friendships and spending time with others or within the group. (309 Decker et al, 2012:) The exposure of the individual to strong positive reactions when interacting with others affects all components of his affectionate motivation, which means his high desire to communicate. But the different components of Affiliation motivation are affected to varying degrees and according to the situation. An individual's desire to make Affiliation during stressful conditions or in times of uncertainty, for example, may be more influenced by the desire for emotional support or reduced ambiguity than by attention (Darley & Aronson, 1966: 67).

Hill (Hill, 1987) divided the tendon motive into four components, as follows:

1- Emotional support: "the desire to find relief from fearful and stressful situations by receiving sympathy, compassion, and kindness from others." Research and studies have focused on emotional support as one of the components of affectionate motivation. The results of several studies showed that this variable is directly related to subjective well-being, coping with stress and enhancing enjoyment. It has also been shown that individuals with a strong desire for emotional support seek to discuss their personal problems with others. The results of a follow-up study conducted by Hill in 1996 on emotional support showed that people who had a greater need for support provided more support to their colleagues, regardless of whether their co-workers reciprocated it (Leary and Howell, 2018: 826-827).

2- Social comparison: It is "the desire to reduce doubt, ambiguity and confusion by obtaining information about the behavior, attitudes, opinions and expectations of others." Social comparison equivalents and stress reduction have been studied extensively by social

psychologists. Social comparison as emphasized (Festinger, 1945) includes evaluating information about oneself by comparing it with information obtained from observing the behavior of others, when objective criteria for carrying out the evaluation process are not readily available, especially with regard to opinions and beliefs. (Darley & Aronson, 1966:68) (Buss, 1983: 554)

3- Positive stimulation: It is defined as "the desire to obtain satisfactory emotional and cognitive stimulation through communication and interaction with others." This sub-need aims to obtain satisfaction from harmonious social relationships and a sense of connection with others. This component also includes the desire to obtain affection, love, intimacy, and belonging (Hill, 2009:417). Positive stimulation is also similar to the social rewards represented by love, as described by (Foa and Foa) in 1974 as an important social motive. (Veroff & Veroff, 1980: 45)

4- Attention: Hill defines this component as "the individual's desire to obtain a high position and receive praise that attracts the Attention of others and arouses their interest" (Hill, 2009:417). Attention has been drawn in Murray's research on the concept of Affiliation motivation in addition to his research on the fear of rejection (Atkinson et al., 1954, 279). The subject understanding test (T AT) in its first form focused on others' acceptance of the individual and the individual's wish that others would have a positive opinion of him. It indicates the desire to get Attention and praise. Moreover, previous theorists' studies of social rewards have included a motive close to .Attention was also mentioned in the Foa and Foa list of social rewards, and Boss considered praise and respect by others within the group of social relations motives (Buss, 1983: 554).

Components of affectionate motivation differ in terms of the degree of their relation to the individual and his surroundings. While Positive stimulation and emotional support are related to the external environment more (Hill, 2009: 418). The presence of the need to satisfy one of the sub-components of the Affiliation motivation during a situation, leads to the desire to communicate with others in individuals who give more value to this motivation. For example, in situations where attention is the strongest motive for individuals, this motive will have the greatest impact on his behavior compared to the rest of the motives that make up his affectionate motive. Some researchers believe that there are individual differences with regard to the extent to which each of these constituent motives can be satisfied (Hill, 1987:1009).

#### **First: the search community:**

The current research community consists of male and female middle school teachers in the province of Baghdad for the academic year 2020-2021, and the scientific and humanitarian specializations numbering (6,481) male and female teachers, distributed over (4) directorates, divided into (2905) males and (3576) females.

#### **Second: The research sample:**

The researcher chose a stratified random sample of (550) teachers and schools, distributed by (192) teachers and (358) schools in preparatory schools in the province of Baghdad, specifically in the districts of Rusafa First, Rusafa Second, Karkh First and Karkh Second.

#### **Third: search tools**

##### **Subjective Well-Being Scale:**

After reviewing previous studies conducted on the term subjective well-being, the researcher found it appropriate to adopt a scale (Bonton et al., 2013). The psychometric properties of the scale were calculated on the Iraqi environment and for the target age group in the current research. The subjective well-being scale in the final form consists of (24) items distributed over three dimensions, namely: (physical health and well-being, psychological well-being, relationships), the first dimension (physical health and well-being) consists of (7) paragraphs from (1-7), and the second dimension (psychological well-being) consists of (12) paragraphs

(8-19), And the third dimension (relationships) consists of (5) paragraphs of (20-24) paragraphs, and in front of each paragraph (5) graded alternatives, the answer is: (always, often, sometimes, rarely, never)

### **The apparent validity of the scale:**

The researcher presented the items of the scale, its alternatives, and its instructions to a group of arbitrators who are characterized by the experience that enables them to judge the validity of its clauses in measuring the characteristic and variable to be studied and the validity of the scale's instructions and alternatives agreed upon by the arbitrators. Verification of this type of honesty by presenting the items of the scale to a group of experts in the field of education and psychology, and their number was (10) experts to express their opinions about the validity of the items.

### **alpha Cronbach's stability of the subjective well-being scale**

The researcher verified the stability of the subjective well-being measure using the Alpha Cronbach method, based on the data of the total sample, and the reliability coefficient in this way reached (0.91).

## **2- Affiliation Motivation Scale**

Affiliation Motivation Scale was adopted according to the model developed by (Hill, 1987). The Affiliation Motivation Scale (IOS) was designed to know the direction of interpersonal relationships. It is a self-report intelligence with the aim of measuring the four aspects of the affectionate motivation set by Hill. The process of developing this scale included Writing sentences and phrases that reflected the four sides of the motivation of sympathy. (Hill,2009:418) The measure of Affiliation motivation in the final form consists of (26) items distributed on four dimensions which are (emotional support, social comparison, Positive stimulation and attention). The first dimension (emotional support) consists of (6) items which are (23, 17, 15, 9), 4, 1) The second dimension (social comparison) consists of (5) paragraphs (18, 14, 12, 7, 2), and the third dimension ( Positive stimulation) consists of (9) paragraphs (26, 25, 24, 20, 13, 11, 10, 6, 3) As for the fourth dimension (attention) it consists of (6) paragraphs (5, 19, 21, 22, 8, 16) and in front of each paragraph (5) gradual alternatives, the answer is: (Never applicable, slightly applicable, sometimes applicable, frequently applicable, always applicable)

### **face validity:**

The researcher presented the measure of Affiliation motivation to a group of experts specialized in educational and psychological sciences and in measurement and evaluation, in order to verify the logical analysis of the paragraphs, and to verify the extent to which the paragraph apparently represents the measured characteristic. The scale for the sample, in addition to the validity of the approved alternatives, and the distribution of paragraphs on the scale areas. The researcher adopted an agreement percentage (80%) or more between the arbitrators in keeping, deleting or amending the paragraph, and accordingly it was found that all the paragraphs are valid, but the wording of some paragraphs of the scale was modified to be valid for the research sample. According to this procedure, the number of paragraphs of the scale remained (26) paragraphs.

### **The stability of alpha Cronbach for the Affiliation motivation scale**

The stability was extracted from applying the scale to the same stability sample and using Cronbach's alpha equation. The researcher verified the stability of the affectionate motivation scale by the Alpha Cronbach method, based on the data of the total sample, and the reliability coefficient in this way reached (0.92).

## **Results**



**The correlation between subjective well-being and Affiliation motivation in the research sample is known.**

To achieve this goal, the Pearson correlation coefficient was used to calculate the correlation coefficient between the total scores obtained by the sample members on the scale of subjective well-being and Affiliation motivation. The calculated correlation value was (0.38), which is higher compared to the value of the Pearson tabular correlation coefficient of (0.08) at the level (0.05) and the degree of freedom (548), which means that the higher the degree of subjective well-being in the sample, the higher the degree of Affiliation motivation and vice versa.

This result can be attributed to a number of reasons, including that the school represents a small and homogeneous community, which allows a high degree of social harmony and a high level of communication with colleagues, and this has a positive impact on the subjective well-being of teachers. The desire to interact with others is one of the basic needs of all individuals, and satisfying it is an important condition for achieving well-being. The difficulties facing teachers push them to establish more close relationships to mitigate the impact of these difficulties, and this contributes to reducing tension and psychological pressure and leads to greater emotional stability and optimism about the future, and then satisfaction with life in general. In addition, the continuation of communication between faculty members for long periods that may extend for years contributes to creating an atmosphere of intimacy, Affiliation and mutual trust, which helps to enhance their sense of self-well-being. Also, most teachers have a great deal of communication skills with others due to their experience and practical and theoretical knowledge in this field. The researcher believes that these factors play an important role in teachers' enjoyment of psychological and physical health and successful social relationships, which enables them to achieve a high level of subjective well-being.

Several studies have confirmed the existence of a relationship between Affiliation motivation and subjective well-being, which is consistent with the findings of the researcher, and among these studies, Ratto & Hurley, 1995, Nikitin and Freund 2008: 98, and Elliot et al. al, 2006) and Hill (2009) study, and the study of Aragil (1991) showed the effect of positive interaction on the various aspects of family and career life and on the subjective well-being of individuals. The results of the current goal are also in agreement with the results of the study of Arulrajh & Harun (2000).

**References**

1. Argyle, M., & Henderson, M. (1984). The Rules of Friendship. *Journal of Social and Personal Relationships*, 1(2), (211–237).
2. Atkinson, J. W., Heyns, R. W., & Veroff, J. (1954). The effect of experimental arousal of the affiliation motive on thematic apperception. *Journal of Abnormal and Social Psychology*, 49, (277-288).
3. Baumeister, R. F., & Leary, M. R. (1995). The need to belong: Desire for interpersonal attachments as a fundamental human motivation. *Psychological Bulletin*, 117(3), (497–529).
4. Brickman, P.; Coates, & Janoff-Bulman, R( 1987) Lottery Winners and Accident Victims: Is Happiness Relative? *Journal of Personality and Social Psychology*, 1987, Vol. 36,( 917 – 927).
5. Buss, A. H. (1983). Social rewards and personality. *Journal of Personality and Social Psychology*, 44, 553-563.
6. Darley, J. M., & Aronson, E. (1966). Self-evaluation vs. direct anxiety reduction as determinants of the fear-affiliation relationship. *Journal of Experimental Social Psychology (Suppl. 1)*, (66-79).
7. Decker, W. H., Calo, T. J., & Weer, C. H. (2012). Affiliation motivation and interest in entrepreneurial careers. *Journal of Managerial Psychology*, 27(3), (302-320)
8. Diener, E., & Ryan, K. (2009). Subjective well-being: A general overview. *South African*

Journal of Psychology, 39(4), (391–406).

9. Diener, E., Suh, E. M., Lucas, R. E., & Smith, H. L. (1999). Subjective well-being: Three decades of progress. *Psychological Bulletin*, 125(2), (276–302).
10. Elliot, A. J., & Thrash, T. M. (2002). Approach-avoidance motivation in personality: approach and avoidance temperaments and goals. *Journal of personality and social psychology*, 82(5), 804.
11. Evans, M. (2011) Teaching happiness - A brave new world? *Psychologist*, 24(5), (344-347).
12. Ginandes, C. S. (1977). Life satisfaction and self-esteem values in men of four different socioeconomic groups (Doctoral dissertation, Boston University, Dissertation Abstracts International).
13. Gregory, M. (2009). *The Sage Handbook of Qualitative Research*. *Qualitative Research*, 9(3) (388- 389).
14. Gregory, M. (2009). *The Sage Handbook of Qualitative Research*. *Qualitative Research*, 9(3) (388- 389).
15. Hill, C. A. (2009). Affiliation motivation. In M. R. Leary & R. H. Hoyle (Eds.), *Handbook of individual differences in social behavior* (410–425)
16. Hill, Craig A (1987) Affiliation Motivation: People Who Need People, But in Different Ways, *Journal of Personality and Social Penology* Vol. 52, No. 5, (1008-1018)
17. Kasl, S. V. (1973) Mental health and work environment: an examination of the evidence, *Journal of Occupational Medicine* 15: (509- 518).
18. Kelly, P. J., & Colquhoun, D. (2003). Governing the stressed self: teacher 'health and well-being' and 'effective schools'. *Discourse: Studies in the Cultural Politics of Education*, 24(2), (191 – 204).
19. Kozma, Albert, Stone, Susan, Stones, Michael (1997) Stability in components and predictors of subjective well-being (SWB): implications for SWB structure. *Advances in Quality of Life Theory and Research* (13-30)
20. Marks, S Whirter & MC,J. (1972): An investigation of the relationship between the facilitative conditions and peer and group leader ratings of perceived counseling effectiveness. *Journal of clinical psychology*, Vol.28 (1), (116-117).
21. McAdams, D. P., & Powers, J. (1981). Themes of intimacy in behavior and thought. *Journal of Personality and Social Psychology*, 40(3), (573–587)
22. Nikitin, Jana and Freund, Alexandra M. (2008) The Role of Social Approach and Avoidance Motives for Subjective Well-Being and the Successful Transition to Adulthood, *Applied Psychology: an international review*, 2008, 57, (90–111).
23. Pontin, Eleanor Kinderman Peter, Matthias Schwannauer and Sara Tai,(2013) A UK validation of a general measure of subjective well-being: the modified BBC subjective well-being scale (BBC-SWB) *Health and Quality of Life Outcomes*, 11:150
24. Ratto, Rosemarie and Hurley, John R.(1995) Outcomes of inpatient group psychotherapy associated with dispositional affiliativeness. *Eastern Group Psychotherapy Society*. Vol. 19, No. 3.(163-172).
25. Shaver, p and Buhrmeister, D,(1983) Loneliness, sex – role orientation and group life: a social needs perspective. In P. B Paulus. New York: Springer.
26. Veenhoven. Ruut (1991)Top-down versus bottom-up: Theories of subjective well-being. *Social Indicators Research*, 24, (81-100).
27. Veroff, J., & Veroff, J. B. (1980). *Social incentives: A life-span developmental approach*. New York: Academic Press
28. Wilson, J. (1980) *Sociology of leisure*, *Annual Review of Sociology* 6: 21- 40.
29. Wood, J. V. (1996). What is social comparison and how should we study it? *Personality and Social Psychology Bulletin*, 22(5), (520–537).
30. Argyle, Michael. Translation by Younis, Faisal Abdul Qader (1993) *The Psychology of Happiness*, The World of Knowledge, Kuwait.

31. Hegazy, Mustafa (2004) *Mental Health: An Integrative Dynamic Perspective of Growth at Home and School*, Arab Cultural Center, Cairo, Egypt, 2nd Edition.
32. Hamdan, Tahani Mohamed Fahmy (2001) *The relationship of children's perception of parental treatment methods to satisfying their affectionate motivation at different ages*, unpublished master's thesis, Cairo University.
33. Lopez, Shane and Snyder. NS. R, (2013) *Measurement in Positive Psychology - Models and Standards*, translated by: The left-handed, Safa Youssef and others. The National Center for Translation, Cairo, Egypt, first edition.
34. Leary, Mark R.; and Howell Rick. H. (2018) *The reference on individual differences in social behavior*. Translated by Abdel Latif Mohamed Khalifa, Abdel Moneim Shehata and Shaker Abdel Hamid, the National Center for Translation, Cairo, Egypt, 1st Edition.
35. Yacoub, Ghassan (1979) *The Psychology of Communication and Human Relations*, Dar Al-Nahar for Publishing and Distribution, Beirut, Lebanon, p.