

## Parenting Self-Efficacy as a Mediator Between Social Support and Homeschooling Mothers' Well-being

### *Efikasi Diri dalam Pengasuhan sebagai Mediator antara Dukungan Sosial dan Kesejahteraan Subjectif Ibu Homeschooling*

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Artikel Info	ABSTRACT
<b>Riwayat Artikel:</b> Penyerahan 2025-05-06 Revisi 2025-06-18 Diterima 2025-07-01	<p>Homeschooling mothers often encounter unique psychological and practical challenges in fulfilling their dual roles as caregivers and educators. Social support is believed to be a crucial factor influencing their subjective well-being, which includes life satisfaction, positive affect, and negative affect. This study aimed to examine the mediating role of parenting self-efficacy in the relationship between social support and the subjective well-being of homeschooling mothers affiliated with Komunitas X in Jakarta and PKBM Y in Bandung. Using a quantitative, correlational design, the research involved a total of 114 homeschooling mothers who were selected through purposive sampling from Komunitas X in Jakarta and PKBM Y in Bandung. Participants completed validated self-report instruments measuring perceived social support, parenting self-efficacy, life satisfaction, positive affect and negative affect. Data were analyzed using Hayes's PROCESS macro in SPSS version 25 to examine indirect effects. The results showed that social support significantly predicted parenting self-efficacy (<math>b = 0.41, p &lt; .001</math>), which subsequently predicted life satisfaction (<math>b = 0.11, p &lt; .001</math>), positive affect (<math>b = 0.14, p &lt; .001</math>) and negative affect (<math>b = -0.15, p &lt; .001</math>). Social support also had direct effects on all three well-being components. Indirect effects were significant for life satisfaction (<math>b = 0.04; 95\% \text{ CI } [0.0138, 0.0962]</math>), positive affect (<math>b = 0.06; 95\% \text{ CI } [0.0194, 0.1170]</math>), and negative affect (<math>b = -0.06; 95\% \text{ CI } [-0.1312, -0.0205]</math>), indicating partial mediation. These findings underscore the critical role of parenting self-efficacy in enhancing the benefits of social support. Interventions aimed at promoting parenting confidence and strengthening support networks could improve the overall well-being of homeschooling mothers.</p>
<b>Keyword:</b> Parenting self-efficacy; Social support; Subjective well-being	
ABSTRAK	Kata Kunci
<p>Ibu yang menjalani homeschooling sering menghadapi tantangan psikologis dan praktis yang unik dalam memenuhi peran ganda mereka sebagai pengasuh dan pendidik. Dukungan sosial diyakini sebagai faktor penting yang memengaruhi kesejahteraan subjektif mereka, yang mencakup kepuasan hidup, afek positif, dan afek negatif. Penelitian ini bertujuan untuk menguji peran mediasi dari efikasi diri dalam pengasuhan terhadap hubungan antara dukungan sosial dan kesejahteraan pada ibu-ibu homeschooling yang tergabung di Komunitas X di Jakarta dan PKBM Y di Bandung. Dengan menggunakan desain kuantitatif korelasional, penelitian ini melibatkan total 114 ibu homeschooling yang dipilih melalui teknik purposive sampling dari Komunitas X di Jakarta dan PKBM Y di Bandung. Partisipan mengisi instrumen laporan diri terstandarisasi yang mengukur persepsi dukungan sosial, efikasi diri pengasuhan, kepuasan hidup, afek positif, dan afek negatif. Data dianalisis menggunakan Hayes's PROCESS macro dalam SPSS versi 25 untuk menguji efek tidak langsung. Hasil menunjukkan bahwa dukungan sosial secara signifikan memprediksi efikasi diri pengasuhan (<math>b = 0.41, p &lt; .001</math>), yang kemudian memprediksi kepuasan hidup (<math>b = 0.11, p &lt; .001</math>), afek positif (<math>b = 0.14, p &lt; .001</math>), dan afek negatif (<math>b = -0.15, p &lt; .001</math>). Dukungan sosial juga memiliki efek langsung terhadap ketiga komponen kesejahteraan. Efek tidak langsung juga signifikan untuk kepuasan hidup (<math>b = 0.04; 95\% \text{ CI } [0.0138, 0.0962]</math>), afek positif (<math>b = 0.06; 95\% \text{ CI } [0.0194, 0.1170]</math>), dan afek negatif (<math>b = -0.06; 95\% \text{ CI } [-0.1312, -0.0205]</math>), yang menunjukkan adanya mediasi parsial. Temuan ini menekankan pentingnya efikasi diri pengasuhan dalam meningkatkan manfaat dukungan sosial. Intervensi yang bertujuan untuk meningkatkan kepercayaan diri dalam mengasuh dan memperkuat jaringan dukungan dapat meningkatkan kesejahteraan ibu homeschooling secara keseluruhan.</p>	<p>Efikasi diri dalam pengasuhan; Dukungan sosial; Kesejahteraan subjektif</p>
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## BACKGROUND

Alternative education, particularly homeschooling, continues to gain momentum in Indonesia as a flexible and value-driven form of education. In today's dynamic sociocultural environment, a growing number of parents, especially mothers are choosing to take full responsibility for their children's education. This shift is motivated not only by pedagogical concerns but also by religious, moral, and practical considerations (Icmi & Suryono, 2019; Muslimat, 2017; Thomas, 2016). Homeschooling allows parents to design personalized learning paths, integrate religious or cultural values into the curriculum, and foster stronger emotional bonds with their children. However, this autonomy also comes with challenges, particularly for mothers who often bear the dual burden of caregiving and educating. These overlapping responsibilities may increase emotional strain and psychological stress, thereby influencing the mother's subjective well-being (SWB) (de Jong et al., 2022; Reynolds, 2023).

SWB is a psychological construct encompassing individuals' evaluations of their overall quality of life. It comprises three main components: life satisfaction, positive affect, and negative affect. Life satisfaction reflects a cognitive judgment about one's life, while positive and negative affects refer to the frequency of experiencing pleasant and unpleasant emotions, respectively (Diener & Chan, 2011; Zheng & Gao, 2023). High levels of SWB are associated with stronger social relationships, better health, and enhanced personal fulfillment (Diener et al., 2018). In the homeschooling context, mothers' SWB plays a critical role in shaping the emotional climate of the household, directly affecting the quality of instruction and children's learning experiences (Reynolds, 2023).

Research has identified social support as one of the most influential factors in enhancing SWB, especially among individuals managing complex life roles. Social support has been shown to increase SWB (Bi et al., 2022; Fatima & Suhail, 2019). For homeschooling mothers, support from family members, spouses, and homeschooling communities can provide emotional encouragement and practical help, allowing them to better cope with daily challenges. Research has consistently shown that perceived social support can reduce parenting stress and enhance subjective well-being among mothers (Gao et al., 2014; Sarwar et al., 2019). In the homeschooling context, Reynolds (2023) found that support from husbands, extended family, and homeschooling communities helps mothers better manage the emotional and practical challenges of teaching at home. Likewise, Baker (2019) emphasized the role of peer-based homeschooling communities in providing encouragement and confidence. This support becomes especially crucial in contexts where institutional backing (e.g., formal schools or tutoring centers) is limited, as homeschooling communities and extended family networks help fill the emotional and practical voids that mothers often face. Social support plays a role not only in stress reduction but also in fostering parental resilience and a sense of belonging, both of which are vital for SWB (Aprilia, 2013; Singh et al., 2017). Mothers who feel

emotionally and practically supported may be more engaged in positive parenting and educational activities, contributing to life satisfaction (Richter et al., 2018). However, its effectiveness depends largely on whether the support is perceived as relevant and sufficient by the recipient.

Despite the established relationship between social support and SWB, research indicates that this relationship is not always direct. Psychological variables, such as parenting self-efficacy, may act as mediating mechanisms. Parenting self-efficacy can serve as a mediator in the relationship between social support and the subjective well-being (SWB) of homeschooling mothers (Gao et al., 2014). Strong social support can enhance parenting self-efficacy by providing emotional support (such as empathy and care) and practical support (such as information and assistance with daily tasks), which help mothers feel more capable in their roles as caregivers and educators (Leahy-Warren et al., 2012; Zheng & Gao, 2023). When mothers feel supported by their families, community friends, and husbands, they become more confident in their ability to care for and educate their children, which improves their overall SWB (Baker, 2019; Irianti, 2020; Singh et al., 2017).

In addition to social support, parenting self-efficacy has emerged as a mediator in the relationship between social support and SWB. Parenting self-efficacy refers to a parent's belief in their ability to successfully perform parenting roles, such as guiding behavior, fostering learning, and managing health and discipline. This construct is multidimensional, encompassing aspects like nurturance, discipline, recreation, achievement, and health management (Dame et al., 2021; Hasanah et al., 2019). Mothers who feel confident in their parenting abilities are more likely to engage in positive parenting behaviors and report higher emotional well-being (Wittkowski et al., 2017).

Empirical evidence confirms that strong social support significantly enhances parenting self-efficacy (Febrianti & Hildayani, 2024). For instance, when mothers receive informational help, encouragement, or validation from their social networks, they are more likely to believe that they can handle the diverse challenges of homeschooling (Gao et al., 2014). This belief, in turn, contributes to improved SWB by reducing stress and enhancing emotional stability. The indirect effect of parenting self-efficacy in mediating the relationship between social support and SWB has been statistically verified in several studies (Leahy-Warren et al., 2012; Zheng & Gao, 2023).

Furthermore, mothers with high levels of parenting self-efficacy report lower levels of negative affect and greater life satisfaction (Dame et al., 2021; de Jong et al., 2022). According to de Jong et al. (2022), they are also more likely to view homeschooling not as a burden, but as a fulfilling and manageable task. On the other hand, mothers with low parenting self-efficacy tend to experience heightened stress, guilt, and emotional fatigue, which can deteriorate SWB over time (Dame et al., 2021; de Jong et al., 2022).

Taken together, previous studies highlight the need for a dual-pronged approach in improving the SWB of

homeschooling mothers in Indonesia. First, efforts should be made to enhance the quality and availability of social support networks. Community initiatives, peer support groups, and institutional partnerships (such as with PKBM or non-formal education centers) can provide mothers with the resources and companionship they need. Second, psychological interventions that boost parenting self-efficacy, such as workshops, counseling, and self-reflective exercises, can help mothers feel more competent and emotionally equipped to educate their children at home (Baker, 2019; Reynolds, 2023; Wittkowski et al., 2017).

Ultimately, the success of homeschooling in Indonesia may depend not only on curriculum content or learning materials but also on the well-being and confidence of the mothers who lead these educational efforts. Supporting the emotional and psychological health of homeschooling mothers through social support and parenting self-efficacy is crucial for fostering sustainable and effective home education environments. Therefore, this study seeks to address this gap by analyzing the mediating role of parenting self-efficacy in the relationship between social support and SWB. Through this investigation, the study aims to examine the extent to which parenting self-efficacy can mediate the relationship between social support and the subjective well-being of mothers who homeschool their children.

This research offers both theoretical and practical contributions. Theoretically, it expands current understanding of the psychological mechanisms underlying maternal well-being in the context of homeschooling, an area still underexplored in Indonesia. The findings are expected to contribute to the development of more comprehensive models explaining how external and internal resources interact to influence subjective well-being. Practically, this study provides actionable insights for educators, psychologists, and stakeholders concerned with education and family well-being to design targeted interventions, such as strengthening community-based support systems or developing training programs that enhance parenting self-efficacy. These initiatives can ultimately help homeschooling mothers achieve better emotional balance, reduce stress, and foster more effective educational environments at home. Based on the literature reviewed, the current study hypothesizes that parenting self-efficacy mediates the relationship between social support and the subjective well-being of homeschooling mothers.

## RESEARCH METHODS

### Design

This study employed a quantitative correlational approach to examine the relationship between social support, parenting self-efficacy, and SWB among homeschooling mothers in Bandung and Jakarta, Indonesia. The design was explanatory, aiming not only to identify relationships between variables but also to explore the mediating mechanism of parenting self-efficacy. This design is suitable for psychological research that seeks to understand both direct and indirect effects among

psychological constructs without manipulating variables (Creswell & Creswell, 2018).

### Participants

Participants in this study were mothers who are active members of homeschooling communities in Jakarta and Bandung. The inclusion criteria included: (1) having at least one child aged 6–12 years, (2) actively conducting homeschooling for a minimum of one year, (3) being literate in Bahasa Indonesia to ensure comprehension of the instruments, and (4) providing informed consent before participation. These criteria were aligned with the developmental relevance of the Self-Efficacy for Parenting Tasks Index (SEPTI), which is designed to assess parental self-perceptions during middle childhood (Wittkowski et al., 2017). The sampling technique used was purposive sampling, chosen because of the specific characteristics required to represent the homeschooling population (Sugiyono, 2018).

The minimum required sample size was calculated using Lemeshow's formula (Lwanga & Lemeshow, 1991) based on an assumed maximum proportion of 50% and a margin of error of 10%, resulting in a minimum of 97 participants. To enhance statistical power, particularly for mediation analysis, a larger sample was sought, and 114 valid responses were obtained and analyzed.

### Measurements

Four validated psychological instruments were used to measure the study variables. Subjective well-being (SWB) was assessed using two measures: the Satisfaction with Life Scale (SWLS) for cognitive well-being and the Positive and Negative Affect Schedule (PANAS) for affective balance. SWLS includes five items rated on a 7-point Likert scale ranging from "strongly disagree" to "strongly agree," with higher scores indicating greater life satisfaction (Diener et al., 1985). SWLS has been adapted to Indonesian by Afiatin et al. (2016) and Akhtar (2019) and has been used by Bukhori et al. (2022) as well as by Khairunnisa & Hartini (2022) with mother participants. PANAS consists of two subscales: 10 items measuring positive affect and 10 measuring negative affect, rated on a 5-point scale (Watson et al., 1988). PANAS was adapted to Indonesian by Afiatin et al. (2016) and Akhtar (2019) and was later used by Bukhori et al. (2022) and by Khairunnisa & Hartini (2022) with mother participants.

Perceived social support was measured using the Multidimensional Scale of Perceived Social Support (MSPSS), which evaluates support from three sources: family, community friends, and husband. The scale includes 12 items rated on a 7-point Likert scale and has been widely validated in different populations, including in Indonesia (Sulistiani et al., 2022; Zimet et al., 1988). Parenting self-efficacy was assessed using the Indonesian adaptation of the Self-Efficacy for Parenting Tasks Index (SEPTI), which covers domains such as discipline, nurturance, achievement, recreation, and health (Oktaviani & Allenidekania, 2020). SEPTI items are rated on a 6-point scale from "strongly disagree" to "strongly agree," with higher scores indicating stronger parenting

confidence (Coleman & Karraker, 2000; Wittkowski et al., 2017).

Each instrument had been psychometrically tested for validity and reliability in Indonesian samples. Satisfaction with Life Scale (SWLS) demonstrated strong internal consistency with a Cronbach's alpha of  $\alpha = 0.867$ , and item-total correlations ranging from 0.749 to 0.862, indicating good validity. The Positive and Negative Affect Schedule (PANAS) showed excellent reliability for both subscales: positive affect (PA) with  $\alpha = 0.897$  and item-total correlations ranging from 0.554 to 0.855 (excluding item PA12), and negative affect (NA) with  $\alpha = 0.896$  and item-total correlations between 0.504 and 0.809, both indicating valid and consistent measures. The Multidimensional Scale of Perceived Social Support (MSPSS) yielded item-total correlations between 0.534 to 0.755 and a Cronbach's alpha of  $\alpha = 0.893$ . The Indonesian version of the Self-Efficacy for Parenting Tasks Index (SEPTI) with 27 valid items had item-total correlations ranging from 0.316 to 0.668, with an overall reliability of  $\alpha = 0.879$ .

#### Data collection and analysis

The study employed multiple steps in data collection and management. An online survey was distributed via Google Forms shared through homeschooling networks and community WhatsApp groups. A short introduction, purpose, and consent form were included at the beginning of the questionnaire to ensure informed participation. Participants were assured of anonymity, confidentiality, and their right to withdraw from study at any stage. No personal identifiers were collected, and data were stored securely with restricted access. Data was exported into SPSS version 25 for cleaning and analysis.

Data analysis followed Baron & Kenny (1986) approach to mediation analysis: (1) testing the effect of the independent variable (social support) on the dependent variable (SWB); (2) testing the effect of the independent variable on the mediator (parenting self-efficacy); (3) testing the effect of the mediator on the dependent variable; and (4) testing the effect of the independent variable on the

dependent variable when the mediator is included. Regression models were estimated using Hayes' PROCESS Macro (Model 4) to estimate indirect effects (Hayes, 2017).

Normality of residuals was tested using the Kolmogorov-Smirnov test. Linearity and multicollinearity were assessed using scatterplots and variance inflation factors (VIF) values, respectively. Homoscedasticity was checked through residual plots. All assumptions for regression analysis were met, indicating the suitability of the model for mediation analysis.

## RESEARCH RESULTS

Demographic analysis revealed that most participants were aged between 29–49 years (92.1%), with the largest age group being 29–39 years (50%). Most mothers had at least a bachelor's degree (S1 or higher, 77.2%), and the majority were married (93.9%). Regarding employment, 47.4% identified as full-time homemakers, while 21.9% were entrepreneurs. In terms of household income, 89.5% reported monthly earnings above Rp 2 million, with the largest groups earning between Rp 5 million and Rp 20 million (52.6%). Several 60.6% of mothers were caring for only one child aged 6–12 years. Participants predominantly lived in owned homes (54.4%) and were actively engaged in community activities, with 96.5% reporting involvement in at least one activity in the past six months. These demographic characteristics provide important context for interpreting the psychological variables studied, particularly among educated, married mothers actively involved in their children's homeschooling.

#### Descriptive Statistics

Table 1 provides an overview of descriptive statistics for the key study variables. The mean score for life satisfaction (SWLS) was 25.36 (SD = 6.18). Positive affect (PA) and negative affect (NA), measured via PANAS, had 35.84 (SD = 5.60) and 24.54 (SD = 7.39) respectively. The mean score for perceived social support (MSPSS) was 63.86 (SD = 13.42), and the parenting self-efficacy (SEPTI) mean score was 126.25 (SD = 16.11).

**Table 1. Descriptive Statistics**

Variable	Mean	SD	Minimum	Maximum
Life Satisfaction (SWLS)	25.36	6.18	7	35
Positive Affect (PA)	35.84	5.60	17	45
Negative Affect (NA)	24.54	7.39	10	49
Perceived Social Support (MSPSS)	63.86	13.42	15	84
Parenting Self-Efficacy (SEPTI)	126.25	16.11	85	162

#### Assumption Testing

Assumption tests confirmed that the dataset was suitable for regression and mediation analyses. The Kolmogorov-Smirnov test for normality indicated a p-value of 0.200, confirming that the residuals followed a normal

distribution. Linearity was verified through scatterplots, and no multicollinearity was observed ( $VIF < 10$ ). Residual plots showed a random distribution, indicating no heteroscedasticity.

**Table 2. Assumption Testing**

Assumption Test	Criteria	Result	Conclusion
Normality Test	Sig. Kolmogorov-Smirnov > 0.05	p = 0.2	Assumption fulfilled
Linearity Test	Each independent variable shows a linear relationship with each dependent variable	Scatterplot shows a linear pattern between variables	Assumption fulfilled
Multicollinearity Test	Tolerance > 0.1 and VIF < 10	Tolerance = 0.882, VIF = 1.134	Assumption fulfilled
Heteroscedasticity Test	Scatterplot shows randomly distributed residuals around the zero line with no clear pattern	Scatterplot shows no heteroscedasticity issues	Assumption fulfilled

### Mediation Analysis

A mediation analysis was conducted using Hayes' PROCESS Macro (Model 4) in IBM SPSS Statistics version 25. The results indicated partial mediation of parenting self-

efficacy in the relationship between social support and the three components of subjective well-being: life satisfaction, positive affect, and negative affect.

**Table 3. Mediation Analysis**

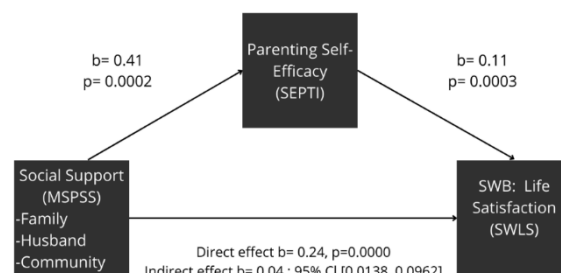
Path	b	SE	$\beta$	p	95% CI	Conclusion
Social Support → Self-Efficacy	0.41	0.1065	0.3435	0.0002	[0.2012, 0.6233]	Significant
Self-Efficacy → Life Satisfaction	0.11	0.0288	0.2776	0.0003	[0.0494, 0.1637]	Significant
Social Support → Life Satisfaction (Direct)	0.24	0.0346	0.5207	0.0000	[0.1713, 0.3086]	Significant
Indirect Effect (Life Satisfaction)	0.04	0.0212	0.0953	-	[0.0138, 0.0962]	Significant
Self-Efficacy → Positive Affect	0.14	0.0293	0.4039	0.0000	[0.0823, 0.1985]	Significant
Social Support → Positive Affect (Direct)	0.11	0.0352	0.2606	0.0025	[0.0390, 0.1785]	Significant
Indirect Effect (Positive Affect)	0.06	0.0255	0.1387	-	[0.0194, 0.1170]	Significant
Self-Efficacy → Negative Affect	-0.15	0.0358	-0.3322	0.0000	[-0.2234, -0.0814]	Significant
Social Support → Negative Affect (Direct)	-0.24	0.0430	-0.4387	0.0000	[-0.3268, -0.1564]	Significant
Indirect Effect (Negative Affect)	-0.06	0.0288	-0.1141	-	[-0.1312, -0.0205]	Significant

### Visualization of Mediation Model

Below is the diagram representing the validated mediation model. This model shows that parenting self-efficacy acts as a mediator through which social support influences subjective well-being.

### Mediation on the Dependent Variable: Life Satisfaction (SWLS)

Based on the results of the mediation analysis, a significant relationship was found between social support (MSPSS) and parenting self-efficacy (SEPTI), with a coefficient value (b) of 0.41 and  $p < .001$ . Furthermore, parenting self-efficacy also showed a significant relationship with life satisfaction (SWLS) as a component of subjective well-being (SWB), with a coefficient (b) of 0.11 and  $p < .001$ . In addition, the direct effect of social support on life satisfaction was significant, with a coefficient (b) of 0.24 and  $p < .001$ . The mediation analysis also indicated a mediating effect of parenting self-efficacy in the relationship between social support and life satisfaction, with an indirect effect of  $b = 0.04$  and a 95% confidence interval of [0.0138, 0.0962]. These results suggest that social support contributes to enhanced life satisfaction both directly and through the improvement of parenting self-efficacy.

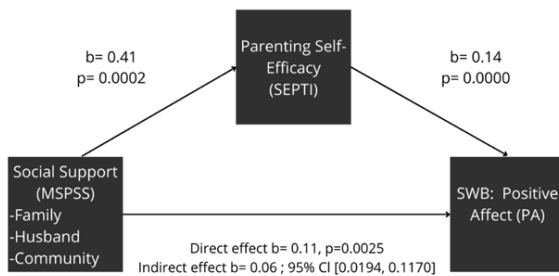
**Figure 1. Mediation on the Dependent Variable: Life Satisfaction (SWLS)**

### Mediation on the Dependent Variable: Positive Affect (PA)

The mediation analysis results showed a significant relationship between social support (MSPSS) and parenting self-efficacy (SEPTI), with a coefficient value (b) of 0.41 and  $p < .001$ . Additionally, parenting self-efficacy significantly predicted positive affect (PA) as part of subjective well-being (SWB), with a coefficient (b) of 0.14 and  $p < .001$ . The direct effect of social support on positive affect was also significant, with a coefficient (b) of 0.11 and  $p < .05$ . The mediation analysis indicated a mediating effect of parenting self-efficacy in the relationship between social support and positive affect, with an indirect effect of  $b = 0.06$  and a 95% confidence interval of [0.0194, 0.1170]. These results indicate



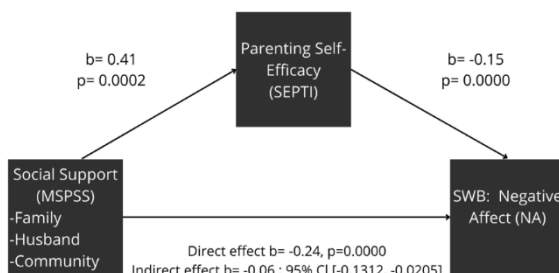
that social support contributes to increased positive affect both directly and through enhanced parenting self-efficacy.



**Figure 2. Mediation on the Dependent Variable: Positive Affect (PA)**

### Mediation on the Dependent Variable: Negative Affect (NA)

According to the mediation analysis, there was a significant relationship between social support (MSPSS) and parenting self-efficacy (SEPTI), with a coefficient value (b) of 0.41 and  $p < .001$ . Parenting self-efficacy also showed a significant relationship with negative affect (NA) within the scope of subjective well-being (SWB), with a coefficient (b) of -0.15 and  $p < .001$ . The direct effect of social support on negative affect was also found to be significant, with a coefficient (b) of -0.24 and  $p < .001$ . The mediation analysis revealed an indirect effect of parenting self-efficacy in the relationship between social support and negative affect, with an indirect effect of  $b = -0.06$  and a 95% confidence interval of  $[-0.1312, -0.0205]$ . These findings suggest that social support contributes to the reduction of negative affect both directly and indirectly through the improvement of parenting self-efficacy.



**Figure 3. Mediation on the Dependent Variable: Negative Affect (NA)**

These findings support the hypotheses proposed in this study. They confirm that social support and parenting self-efficacy are essential predictors of subjective well-being in the homeschooling mothers. The partial mediation further suggests that while social support has a direct effect on SWB, part of its influence is transmitted through parenting self-efficacy.

Mothers who feel supported are more likely to develop the self-assurance needed to manage educational tasks, nurture their children emotionally, and remain

motivated. Conversely, lack of support may impair this confidence and contribute to lower well-being. These interpretations provide essential insights for developing interventions that address both external and internal psychological resources to enhance SWB.

## DISCUSSION

The findings of this study provide compelling empirical support for the hypothesis that parenting self-efficacy serves as a mediating mechanism in the relationship between social support and subjective well-being (SWB) among homeschooling mothers. The results of the mediation analysis demonstrated that perceived social support has a significant direct effect on multiple dimensions of SWB, including life satisfaction, positive affect, and reduced negative affect, aligning with prior literature that underscores the psychological value of supportive relationships in enhancing subjective well-being (Diener et al., 2018; Zheng & Gao, 2023). Mothers who reported higher levels of social support, whether emotional support or practical support also reported greater happiness and lower negative affects, echoing the notion that interpersonal connections act as emotional buffers in parenting contexts (Baker, 2019; Thorsteinsen et al., 2024).

### Social Support and the Subjective Well-Being of Homeschooling Mothers

Social support, including both emotional and practical support from family, husbands, and peers within homeschooling communities, plays a significant role in enhancing the SWB of homeschooling mothers. SWB includes life satisfaction, positive affect, and reduced negative affect, all of which reflect a mother's emotional and psychological state (Busseri & Newman, 2024; Diener et al., 2018). Given that homeschooling mothers often assume multiple roles, educator, caregiver, emotional anchor, and household manager social support becomes essential in helping them cope with the daily demands of home education (Prasiska et al., 2024). This finding aligns with previous studies that show mothers who receive greater social support tend to experience lower levels of psychological distress (Singh et al., 2017; Thorsteinsen et al., 2024). Additionally, research indicates that social support not only helps reduce emotional burdens but also mitigates negative effects, a core aspect of SWB. In other words, social support functions as a protective factor that buffers mothers from the adverse effects of stressful situations on their well-being (Sajjad et al., 2022; Thorsteinsen et al., 2024).

More than just practical or informational assistance, social support holds significant emotional and psychological value for mothers engaged in homeschooling. When mothers feel supported, heard, appreciated, and validated by their husbands, families, or homeschooling communities, they tend to demonstrate a greater capacity to manage stress and maintain emotional stability amidst the complex demands of their multiple roles (Aulita, 2021; Baker, 2019; Yosita et al., 2022). In this context, social support functions as a psychological buffer that helps protect mothers from the

negative effects of parenting-related stress, particularly when they face the considerable challenges of managing their children's education independently at home (Fatima & Suhail, 2019; Thorsteinsen et al., 2024).

The present study found that the direct effect of social support on life satisfaction (SWLS) was statistically significant ( $b = 0.24, p < .001$ ), indicating that the more social support homeschooling mothers receive, the higher their life satisfaction. This result is consistent with Richter et al. (2018), who observed that mothers with adequate social support were more likely to engage in shared activities with their children, which in turn enhanced their life satisfaction.

Regarding positive affect, social support also demonstrated a significant direct effect ( $b = 0.11, p < .001$ ), suggesting that greater support increases the likelihood of experiencing positive emotions. Previous studies have also shown that high levels of social support can promote both life satisfaction and positive affect as components of SWB (Fatima & Suhail, 2019). The current findings further reinforce the theory that social support for homeschooling mothers can enhance their overall well-being.

With respect to negative affect, the findings showed that social support significantly reduced levels of negative affect in homeschooling mothers ( $b = -0.24, p < .001$ ). This means that higher levels of social support are associated with lower levels of stress, anxiety, and negative emotions among mothers. Sarwar et al. (2019) identified social support as a protective factor against psychological stress in mothers managing complex caregiving demands, while Reynolds (2023) emphasized that such support, particularly from husbands, extended family, and homeschooling communities, plays a vital role in helping homeschooling mothers manage emotional burdens related to their dual roles as caregivers and educators.

In the specific context of homeschooling mothers, the realities are far from simple. Mothers often report feeling emotionally exhausted due to the intensity of juggling roles: planning curriculum, teaching daily lessons, and maintaining the household, all without institutional pedagogical support (de Jong et al., 2022; Matthews et al., 2024). These challenges are compounded by the societal expectation that mothers must succeed in both parenting and educational responsibilities, contributing to high levels of stress and self-doubt (Lois, 2006; Reynolds, 2023). In such settings, social support emerges as a critical external resource that directly alleviates emotional strain and improves mood (Baker, 2019; Thorsteinsen et al., 2024). At the same time, it fosters mothers' internal belief in their capability to manage, thereby enhancing parenting self-efficacy (Gao et al., 2014; de Jong et al., 2022). This dual mechanism explains why both a direct effect and a mediating path through parenting self-efficacy were observed in this study. Mothers who feel supported tend to experience more emotional stability and higher parenting self-efficacy, which together contribute to better subjective well-being outcomes.

#### *The Role of Parenting Self-Efficacy as a Mediator*

The findings indicate that parenting self-efficacy mediates the relationship between social support and SWB

among homeschooling mothers. Social support positively influences parenting self-efficacy ( $b = 0.41, p < .001$ ), meaning that the more support mothers receive, the higher their confidence in their parenting abilities. This is supported by previous research from Dame et al. (2021) and Gao et al. (2014), which found that mothers with strong social support networks tend to exhibit higher parenting self-efficacy. In the specific context of homeschooling, Reynolds (2023) and de Jong et al. (2022) also emphasize that perceived support enhances mothers' confidence in managing home-based education.

In turn, parenting self-efficacy positively affects life satisfaction ( $b = 0.11, p < .001$ ) and positive affect ( $b = 0.14, p < .001$ ) among homeschooling mothers. These findings suggest that mothers who feel confident in their roles as educators tend to have higher life satisfaction and experience more positive emotions such as happiness and fulfillment while educating their children. This pattern aligns with broader research showing that parenting self-efficacy is associated with greater emotional well-being and life satisfaction among mothers (Fatima & Suhail, 2019; Hasanah et al., 2019). In homeschooling contexts specifically, Reynolds (2023) and Baker (2019) highlighted how high parenting self-efficacy enables mothers to manage dual caregiving and teaching roles with greater emotional resilience. The mediation effect is also supported by the indirect effects found  $b = 0.04$ ; 95% CI [0.0138, 0.0962] for life satisfaction, and  $b = 0.06$ ; 95% CI [0.0194, 0.1170] for positive affect. This confirms that parenting self-efficacy partially mediates the effect of social support on SWB.

Additionally, the study found that parenting self-efficacy contributes to the reduction of negative affect among homeschooling mothers, with an indirect effect of  $b = -0.06$ ; 95% CI [-0.1312, -0.0205]. This means that the higher a mother's self-efficacy in homeschooling, the lower the level of negative emotions she experiences. This result is consistent with previous research showing that parenting self-efficacy functions as a protective factor against psychological distress in mothers facing high caregiving demands (Li et al., 2022). In the homeschooling context, de Jong et al. (2022) found that mothers with high parenting self-efficacy were better able to regulate their emotions and maintain emotional well-being despite the dual pressures of caregiving and educating. Similarly, Reynolds (2023) highlighted that mothers who feel confident in their educational role report greater emotional resilience and lower levels of burnout while managing homeschool routines.

Previous studies have shown that mothers with high parenting self-efficacy are better able to overcome challenges in homeschooling and feel more satisfied with their role as home educators (Baker, 2019; de Jong et al., 2022; Reynolds, 2023). This finding aligns with broader evidence that parenting self-efficacy is associated with better emotional functioning, confidence in parenting, and engagement in positive parenting behaviors (Wittkowski et al., 2017).

Future research is encouraged to explore other psychosocial factors that may contribute to the subjective well-being of homeschooling mothers, such as coping strategies and emotional regulation. The findings of this study can also serve as a foundation for homeschooling practitioners to apply the concepts of parenting self-efficacy and social support in everyday practice to more effectively support mothers. In addition, longitudinal studies may be conducted to understand long-term changes in parenting self-efficacy and subjective well-being among homeschooling mothers over time. Homeschooling mothers are advised to actively seek and build social support through homeschooling communities, family networks, or parent support groups. Spouses, extended family members, community members, or local learning centers (PKBM) should be more involved in the homeschooling process to reduce the emotional and practical burdens mothers may experience. Homeschooling communities can also develop mentoring or peer support programs specifically for mothers who are new to homeschooling to help them adapt and reduce stress. Furthermore, the government and non-formal educational institutions are encouraged to provide training programs aimed at enhancing the parenting self-efficacy of homeschooling mothers.

### Limitations

Despite the valuable findings of this study, several limitations should be acknowledged. First, the cross-sectional design restricts the ability to draw causal inferences between social support, parenting self-efficacy, and subjective well-being. Second, the use of purposive sampling from specific homeschooling communities may limit the generalizability of the findings, suggesting the need for future research to include participants from more diverse regional and community backgrounds. Third, reliance on self-report instruments raises the potential for response bias, such as social desirability effects. Fourth, the study did not account for additional psychological variables that may influence subjective well-being, such as coping strategies, emotional regulation, or parental burnout. External factors such as spousal support, number of children, and homeschooling intensity were also not examined in depth. Future studies should consider using longitudinal designs to capture psychological changes over time and employ mixed methods (e.g., interviews or case studies) to deepen insights into the lived experiences of homeschooling mothers. The inclusion of new moderators or mediators and the application of advanced statistical techniques, such as Structural Equation Modeling (SEM), could also enhance the explanatory power and accuracy of future research models.

### CONCLUSION

The results of this study indicate that social support has a significant effect on the subjective well-being (SWB) of homeschooling mothers, both directly and indirectly through the mediating role of parenting self-efficacy. Support from family, spouses, and homeschooling communities contributes to improving mothers' self-efficacy in educating

their children, which in turn positively impacts their overall well-being. Therefore, increasing social support and strengthening parenting self-efficacy should be the primary focus of efforts to enhance the subjective well-being of homeschooling mothers.

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