

## Conference Paper

# An Overview of the Impact of Teaching Careers on Mothers' Psychological Well-being

Gita<sup>1\*</sup>, Nur Eva<sup>1</sup>, Inderbir Kaur Sandhu<sup>2</sup><sup>1</sup>Psychology, Universitas Negeri Malang, Indonesia<sup>2</sup>School of Humanities and Behavioral Sciences, Singapore University of Social, Sciences, Singapore**Abstract.**

This study examined the psychological well-being of mothers who worked as teachers at SDN Banjaran II Kediri. Using qualitative methods and a descriptive study design, three teachers were interviewed. The results revealed variations in the description of psychological well-being among the three respondents. All three research subjects exhibited self-acceptance, building positive relationships with others, personal growth, self-autonomy, and the ability to control the environment. However, only two subjects achieved the dimension of life goals. This study highlights the influence of school and government policies, gratitude, and work experience that supported the psychological well-being of the participants.

Corresponding Author: Gita;  
email:  
gita.1908116@students.um.ac.id

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## 1. Introduction

The era of globalization in Indonesia has impacted several aspects, such as social and economic aspects. Along with the development of the industrial sector, some mothers choose to work. One of the jobs is as a teacher. In Indonesia, the teaching profession stands out as a predominantly female-dominated field, boasting an impressive count of 3.3 million women teachers[1,2]. There are several reasons someone chooses to pursue a teaching career, such as the desire to educate the nation, try new challenges to convey material to students, try new experiences, fulfilling a long-held dream, utilizing leisure time productively, and the desire to socialize with friends or colleagues [3–5]. Mothers who work as teachers face the demanding task to maintain professionalism in carrying out their duties as educators, teachers, mentors, assessors, and evaluators of students, and to fulfil their responsibilities as housewives, attending to their spouses, caring for children and managing household chores [6]. Moreover, being a housewife also require one to contribute to the family's welfare by managing time and finances

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[7]. With the division of roles and duties in the work and family environment, working mothers usually experience conflicts in carrying out their respective roles [8].

Researchers interviewed two mothers who work as teachers in November 2022, as in previous research. These working mothers often experience feelings of depression, fatigue, and stress, primarily stemming from challenges in managing their time effectively, juggling the responsibilities of both home and office, and encountering a lack of cooperation from their husbands in household matters. Furthermore, they also bear the burden of guilt when they have to leave their duties as housewives temporarily. Refiany [9] and Prasetyo [10] revealed that the high workload, which makes teacher administration reports and student learning plans, places significant stress in teachers. The demanding workload is seen as an external condition that makes these working mothers feel that the conditions exceed their abilities, thus causing psychological pressure [11], where psychological pressure is also associated with stress [12,13]. In addition to stress, high demands results in feelings of fatigued, anxiety, and helplessness, affecting their psychological well-being [14]. However, many research findings revealed that mothers who work as teachers have psychological pressure from low levels of stress and dual role conflict [15,16]. Kamaruddin [17] also revealed that 37.2% of teachers had low levels of work pressure influenced by work experience. The research is in line with the initial interviews conducted by researchers. Working mothers can overcome problems or psychological pressure in carrying out their roles because they already have work experience, receive support from family and partners, feel they can increase happiness, and do not feel bored because they meet coworkers. Research revealed that with the ability to overcome psychological pressure that affects working mothers, they are able to improve psychological well-being [14].

Psychological well-being is a person's psychological condition characterized by happiness and meaning. Psychological well-being refers to living life in a whole, satisfying way and leads to development and self-realization. Psychological well-being is also related to mental and physical health, life, work, and assessment of one's happiness in life [18]. Ryff [19] introduced the most famous model of psychological well-being, characterized by six dimensions: self-acceptance, positive relations with others, autonomy, environmental mastery, purpose in life, and personal growth. As such, psychological well-being is very important for mothers who work as teachers in carrying out their roles optimally. Previous research shows the importance of psychological well-being on teacher competence or quality [20] and job satisfaction [21]. According to [22], psychological well-being plays an important role for teachers so that they feel happy, can optimize their potential as educators, and can carry out their roles optimally. With

high psychological well-being, a person will be more coordinated, more comfortable in providing support, be able to improve the ability to manage time [23], increase one's involvement in performing their role, and produce inner satisfaction [24]. Wilkinson [25] also said that psychological well-being helps people balance work and home life and gives them a sense of satisfaction. Concerning mothers who work as teachers, Izzati and Mulyani [26] and Mehdinezhad [27] revealed that mothers who work as teachers have higher psychological well-being than male and unmarried teachers.

Many factors influence psychological well-being. Aisyah and Chisol [28] revealed that 55.4% of teachers have psychological well-being influenced by gratitude. Huppert [29] said that external circumstances such as demographic and socioeconomic factors affect psychological well-being, but our actions and attitudes have a greater influence. In addition, Spilt [30] also say that positive interactions with others affect well-being. Gender, age, culture, socioeconomic factors, social support, personality, evaluation of a particular field, and occupation also help a person in applying the dimensions of psychological well-being [31].

The concept and dimensions of psychological well-being have become one of the most frequently researched concepts. Previous research on psychological well-being has only looked at a few factors and depicted them superficially. A comprehensive examination of this matter is crucial as there are numerous factors influencing psychological well-being that warrant in-depth exploration. Furthermore, previous studies have predominantly focused on quantitative descriptions of the relationship and impact of psychological well-being. Hence, it is essential for researchers to delve into the qualitative aspects of psychological well-being in mothers working as teachers, aiming to gain deeper insights into the factors that contribute to their attainment of psychological well-being. Such qualitative investigations can provide valuable knowledge regarding the underlying elements that enable teachers to realize and maintain psychological well-being. Based on these reviews, the focus of this study is to provide a comprehensive understanding of psychological well-being experienced by mothers who work as teachers. This study aims to determine the overall picture of psychological well-being in this group of individuals.

## 2. Literature Review

Ryff [19] introduced the most famous model of psychological well-being, characterized by six dimensions: self-acceptance, positive relations with others, autonomy, environmental mastery, purpose in life, and personal growth. Many factors influence psychological well-being. Aisyah and Chisol [28] revealed that 55.4% of teachers have psychological well-being influenced by gratitude. Huppert [29] said that external circumstances such as demographic and socioeconomic factors affect psychological well-being, but our actions and attitudes have a greater influence. In addition, Spilt [30] also say that positive interactions with others affect well-being. Gender, age, culture, socioeconomic factors, social support, personality, evaluation of a particular field, and occupation also help a person apply the dimensions of psychological well-being [31].

## 3. Methods

### 3.1. Research Design

This research adopts a qualitative approach, employing a descriptive study design. Descriptive studies seek to study individual experiences and explain the meaning of chronologically connected events or actions [32]. The data collection technique used in this study is a semi-structured interview which allows for a more flexible, open, and in-depth exploration of the ideas and opinions of the respondents [33].

### 3.2. Research Subjects

In selecting research subjects, researchers used purposive sampling techniques because it is one of the sampling techniques most often used in qualitative methods. The purposive sampling technique is a sampling technique with certain characteristics [34]. Researchers selected mother respondents who worked as teachers at SDN Banjaran II Kediri with the criteria (1) aged 30-37 years, (2) had a husband who worked, and (3) had children who were still in school.

These criteria were used based on existing research, at age 30-37, research indicates that psychological well-being tends to be relatively stable and psychological well-being is U-shaped as a person age [35]. Mothers who work as teachers and have children still in school are the criteria taken because they have multiple roles. When acting as teachers, especially elementary school teachers, they must carry out their duties according to

certain standards [35]. In carrying out their duties as teachers at school, elementary school teachers who act as class teachers must be able to serve as counselors to their students because not all elementary schools have Guidance and Counseling teachers. In addition, elementary school teachers must also teach all subjects except Religious Education and Physical and Spiritual Education [36]. Therefore, elementary school teacher respondents were selected because of the high teaching load and need to master all subjects. They are not only required to guide and teach at school but also to perform their duties as mothers who play an important role in the learning process of children at home [37]. Parenting responsibilities involve both mothers and fathers, emphasizing the importance of shared roles in effectively raising and caring for children [38]. Therefore, researchers also chose the criteria of having a working husband to better understand the complexity of the role of mothers who work as teachers, especially at SDN Banjaran II Kediri, which holds a long-standing history as one of the oldest schools, established in 1944 [1]. Participants were recruited in one location, namely SDN Banjaran II Kediri. Informed consent was obtained from potential participants were willing to participate in this study. As a result, three participants were successfully recruited for the research. From the criteria determined by the researchers, three participants have the following specifications.

TABLE 1: Respondents' Data.

Name (Initials)	Age (Years)	Length of Service as a Teacher (Years)	Husband's Occupation	Number of Children
E	37	13	Teacher	3
N	36	13	Teacher	2
U	36	13	Private Employee	2

### 3.3. Research Instruments

The research instrument in this study used interview guidelines made based on aspects of psychological well-being, which were then consulted to professional judgment as an educational psychology expert with ten years of experience. The process of collecting data through interviews and documentation was recorded with the consent of the participants. In improving the validity of the data in this study, researchers tested the credibility of the data using triangulation of data sources and triangulation of data collection techniques for descriptive validation and finally member checking. Researchers collected data from more than one source with additional informants using two techniques, namely interviews and photo documentation. Additionally, member

checking was conducted, allowing participants to review and validate the findings, ensuring accuracy and confirming the credibility of the collected data [39]

### 3.4. Data Analysis

In the data analysis phase, researchers used thematic data analysis techniques to see patterns of meaning in the data that has been collected. The thematic analysis technique enables interpretation the research topic and facilitates the presentation of detailed findings. This technique consists of identifying, analyzing, and reporting theme patterns from the research data. Braun & Clarke [40] state that the thematic analysis technique has six stages. The first stage is familiarizing oneself with the research data using repeated readings. The second stage determines initial codes about what is in the data and what is interesting about it. Codes identify data features that appear interesting to the researcher and refer to the most basic elements of the raw data. The third stage searches for themes by refocusing the analysis at the level of broader themes rather than codes, involving sorting different codes into themes. The fourth stage reviews and refines the themes. The data within the themes must coalesce meaningfully, and there must be clear distinctions to identify themes. The fifth stage names and defines the themes by identifying the essence of each theme and determining the aspects of the data captured by each theme. The sixth stage is reporting by describing the data analysis in a coherent, logical, concise, and non-repetitive manner.

## 4. Result and Discussion

### 4.1. Result

The research data was analyzed by referring to Ryff's [19] theory of psychological well-being. Based on this theory, this study uses six dimensions: self-acceptance, positive relationships with other individuals, autonomy, mastery over the environment, life goals, and personal growth.

#### 4.1.1. Self-Acceptance

Self-acceptance is related to understanding one's actions and feelings, both positive and negative, and accepting the past positively to control emotions in responding to the past. The three subjects viewed themselves positively when they stated that by

working, they could help their husbands meet family needs, make their parents proud, and help their younger siblings go to school after their father died.

*"But on the other hand, this is a plus too. Why because of that, I can help my husband, and I can at least prepare for my child's future by having a career like that. (E1, 79-82)."*

*"For me, yes, as a child I am proud, because from my siblings who became civil servants themselves, so it's like being able to make my parents proud, it's like they didn't lose money, for myself, what do you call it, just enjoy it, don't bother me. (N2, 40-44)"*

*"Yes, Alhamdulillah, my younger siblings are also happy. I want, I am the first child, I want to be a good role model for my siblings so that we can maximize our potential, the important thing is the will (U2, 204-207)."*

The subject's husband also confirms the third subject's statement as a significant other to strengthen the evidence that the subject is a role model and can help his younger siblings.

*"Maybe even in the family, it seems that Mrs. U is used as an example for her younger siblings because Mrs. U is the first of five children, so many imitate Mrs. U, both in her career and, yes, anyway, she is used as a reference for many things, even at school it's the same actually, but basically the person is, not a typical person who is overconfident, sometimes you have to be convinced first, you know other people think of you like this, don't ah, I'm not a person like that (F1, 149-156)".*

Although the three subjects viewed their situation positively as working mothers, they also understood that their obligations as mothers were less than optimal because they had less time with their children and had to leave them at work.

*"For example, I leave my child with me when I work. Well, I feel that as a mother, I sometimes feel guilty too. I should have a small child. He should get full love in my hands. But because of this situation, I was forced to leave my son with someone like that. (E1, 74-78)."*

*"If the teacher is like this, maybe in school I feel that I am not lacking, meaning that I am not lacking, I am full of hours and hours to work as much as possible, but I am more like not taking care of the child, because I should take care of the child but I live working, so I leave it, it's also a pity so I feel less attention (N1, 89-93)."*

*"The drawback is that I can't be one hundred percent, for example, as a mother, I have to cook every day, there are times when there is a lot of work or assignments at school, say it's time to correct or something, sometimes I don't cook (U1, 81-84)."*

Based on interviews conducted by researchers, the self-acceptance of the three subjects describes that they also feel grateful for the current situation and accept the past by making the past a lesson and taking enough lessons. There can be seen from The words of subjects E, N, and U as follows:

*"Alhamdulillah, my past is what, yes, it is more like I'm grateful; I do not regret or get angry with the past. (E1, 120-121)"*

*"Yes, the past may be used as experience (N1, 98)."*

*"Learning new things, being grateful for what we have now, not regretting the past, making the past a lesson, that's what makes me better. Because especially in the past. If for example we have a bitter experience in the past, hopefully, it will not happen again in the next year. (U3, 317-321)."*

#### 4.1.2. Positive Relationships with Others

The importance of establishing trust and warm relationships is an important component in building positive relationships with others. In the interviews, the three subjects had a warm closeness with family and neighbors. The following are the statements of the three subjects regarding closeness with others.

*"Alhamdulillah, I am with other families, in the sense that yes, my husband's family, my own family, so far so good, we tend to get along well, we get along well. InshaAllah (speech when making a promise in Islam), we are diligent in keeping in touch too even though via, nowadays we are in the digital era (E1, 170-173)."*

*"With the neighbors, Alhamdulillah, I also have neighbors at home who are relatives, so if I am in trouble, without me needing help, they also come (N1, 197-199)."*

*"Yes, it just so happens that the neighbors are also harmonious, because when I moved, almost all of them came to the neighborhood, even though they were not governed, not legislated, because there was nothing at home (U3, 120-122)."*

The statement was corroborated by the husbands of the three subjects as significant others, where the three subjects have a warm relationship with friends and family. They have a warm closeness by traveling together, communicating through electronic media, and meeting with friends. The following statement from the significant other supports the subject's statement.

*"Yes, there is also a group, the family group, both my family in Lumajang, my wife's family so that we can monitor each other, ee after all, relatives are the first people to get busy when maybe we have something right (S1, 87-90)."*



*"The neighbors are fine, insha'Allah (B1, 33)."*

*"Yes, with friends in the community, with family often, when we go to Gumul, the children are invited, when there is a meeting with friends from the photography community at a cafe, the children are invited, I am also invited. (B1, 77-79)"*

*"Yes, we communicate every day via WhatsApp or telephone ee once a week we meet Saturday Sunday (F1, 30-31)."*

In addition to the three subjects having a warm closeness, they also establish trust with others. The three subjects said they often confide in their husbands, especially when problems cannot be overcome alone.

*"I confide in my husband, because I think my husband is the best partner (E2, 98-100)."*

*"Yes often, ee I am an open person, yes, to my husband I often tell him, to friends I also often tell them. (N1, 237-238)."*

*"It depends on the problem, if it's with other people, I usually tell my husband (U1, 218-219)."*

The statements of the three subjects are also corroborated by the husbands of subjects E, N, and U as significant others who say that the subjects often confide in their husbands.

*"When we need other people's consideration in the family line, automatically, the wife is the one who confides in us. Maybe we need to find the right formula solution, like that. (S1, 73-75)"*

*"If I can't do it, I usually vent directly. I don't confide in them at all, if it's too hard, then I confide in them. (B1, 65-67)."*

*"If you commented earlier that when facing severe problems, sometimes you cry, it's called a woman, as strong as a woman is, she still needs reinforcement from within, because I don't meet every day, at most I meet once a week, so sometimes if you can't stand it anymore, you can tell me over the phone if there are severe problems like this (F1, 136-140)."*

The three subjects also have a close relationship with their children despite being busy teachers. They still carry out their role as mothers by inviting children to play after work. This can be seen from the following statements of the three subjects.

*"When I am at home, I am full with my children, so when my children need me, God willing, I am full for them. Work is secondary and I only sometimes bring work home. (E1, 95-97)."*

*"Yes, Alhamdulillah, it's fine mbak, for me, the principle is, if it can be a family, it stays a family, so sometimes if there is free time, or something, I invite my children or husband to my grandmother's or grandfather's house, so the relationship remains family, so I don't prioritize work, so that the relationship between families is maintained. (N1, 162-166)"*

*"Yes, to joke around, cook together, clean the house together, and create closeness. (U1, 264-265)."*

In addition to interviews with significant others, the subject's statement is supported by documentation in the form of photos when subjects E, N, and U gather with children at home to play together and gather with friends when participating in khatam and photography activities. There are proof that the three subjects have a warm relationship with family and friends.

#### 4.1.3. Autonomy

Autonomy is related to independence in dealing with problems, such as dividing time between household duties and duties as a teacher, dividing energy into caring for children, cleaning the house, and working on assessment reports. In addition, the ability to make decisions, self-evaluate, think, and act in difficult situations also characterizes someone with autonomy. Based on the interviews, the three subjects try to overcome problems independently as mothers and teachers.

*"Yes, I will finish it, if I can finish it at school. (E1, 99)"*

*"I'm used to being independent, yes, if I can still think for myself, I'd rather decide for myself, but if, for example I can't, then I go to my husband. (N1, 306-308)."*

*"When I go to my parents, I tell them a lot of good stories, because if they are elderly, they will feel sorry for me if I think about them, so they tell me stories when they are resolved (U1, 226-228)."*

This statement is supported by the statement of the subject's husband as a significant other. They said that the three subjects have independence in carrying out their roles as mothers and teachers.

*"Until now I think it has also been very good, ee at school yes she can also work well, at home as a mother and as a wife yes also good (S1, 26-28)."*

*"Ee when choosing to work ee the wife means having responsibilities at home and outside, if my wife is like that, after school, the work at school is usually not brought home, if the deadline is tomorrow, then (B1, 14-17)"*

*"During those five days, my wife will focus on caring for my children, including preparing breakfast, whether preparing lunch, dinner, problems with their lessons, and learning. (F1, 95-97)."*

Not only independence but autonomy can also be seen in a person's ability to regulate behavior in front of others. The three subjects said they tried controlling their behavior and attitudes toward neighbors and friends.

*"Yes, I try to be a friendly person, even though I don't participate in various activities but at least I try to never have problems with neighbors, just stay friendly with neighbors (E1, 113-115)."*

*"For example, to my friends, I try my best. But if there is a lack, I don't know. If it's with my family, it's like that, if I'm a wife, I'm a wife, the main thing is to do my best. (N1, 83-86)."*

*"Yes, yes, my initial introduction was clearly an introduction first, when I moved it was usual to share food while introducing me as a new neighbor, I moved, so it's not just sharing, introducing Pak Fauzi's family, I am a new neighbor, my house is over there, this is a thanksgiving from us (U3, 193-196)."*

From the interview results, the subjects also showed the ability to think and act in a certain way in the face of pressure. They preferred to minimize problems by being relaxed and prioritizing. The following are the statements of the three subjects regarding how they solve problems.

*"Alhamdulillah, I minimize the problems, big problems are made small, small problems are not a problem, just so that life is good, relaxed. I'm a relaxed person, I'm already full of my children. (E1, 226-229)"*

*"what yes, yes, for me, the principle is relaxed, relaxed here, if I work, I work, if at home I am a housewife so what yes, if as much as possible I distinguish between work interests and family interests so that it is not what, stress is the term. (N1, 45-48)."*

*"Yes, the priority scale, so which one needs to be prioritized first, whether it's the work first or the child first. (U1, 294-295)."*

In addition to being able to think and act in a certain way, the three subjects can also evaluate their current lives as working mothers. They view happiness and success from their own perspectives.

*"If it is successful or not, I don't think it is for me to judge, I can only feel, I am grateful for my achievements so far, it just means what, I am living at this time happily, if it is successful or not, we cannot because the benchmark is different. (E1, 326-329)"*

*"if I personally have, it is just that I feel so what, just the future of the child. I may not have been able to teach the child as much as possible because what yes, we want the child to be better than us. (N1, 384-386)."*

*"Yes, maybe yes, maybe no. Yes, I'm happy because my current condition is what many people want. Yes, the point is that people have to be grateful. People must still have something that they feel is lacking. If they obey it, they will be unhappy. To be happy, how to be grateful. (U1, 385-388)."*

The three subjects have their perspective in interpreting their achievements and understanding their needs when they become working mothers.

#### 4.1.4. Environmental Mastery

Coping with the environment is related to one's ability to adapt to the environment, utilize opportunities effectively, choose activities that suit one's needs, and be able to control daily activities. In the interview results, the three subjects took advantage of opportunities by participating in community activities according to their needs, such as arisan, PKK, recitation, joining the photography community, or becoming a member of the tourist village program.

*"Yes, it means not always, but the portion is enough for me, because if what ee activities are too what, I follow, for example, there are also recitations that are actually in the afternoon, but I can't follow them, so yes, what I follow are activities where I don't work, for example Sunday and the time is a bit loose, and I want to. (E3, 104-108)"*

*"He'eh, during the pandemic it's like we don't work, we're not fully educated, so it's just online, make it through online, there are no activities that are too draining, for that activity take online photography classes. (N3, 46-49)"*

*"Yes, I usually participate, this is currently yesterday I joined the village group, this is my village wants to organize a tourist village. I was called there too as a member. (N1, 204-206)."*

*"For me, I greet each other, and I also participate in activities such as social gathering, recitation, inshaAllah I still participate. (U1, 169-170)"*

*"Yesterday, I had already been an MC once, I have never been an MC in my entire life. Yesterday I was sent, assigned to be the MC. (U3, 297-299)"*

In addition to choosing activities that suit their needs, the three subjects said that they have strategies for controlling daily activities, such as dividing time at home, trying

to do work assignments at school, or doing assignments at night when the children are asleep. There can be seen from the following statements of the three subjects.

*"Once, yes, because the time in my opinion or maybe it was lacking and the deadline was very tight, I inevitably took the work home, namely when the report card, but I worked on it after the children were asleep, so overtime last night at home was like that, but I rarely, maybe just when the report card (E2, 71-75)."*

*"So now you have to be able to divide your time, work is work, then in the afternoon it is for the children, then if, for example there is an invitation or something, you still make time to attend. (N1, 206-209)."*

*"For schoolwork, I try to do it at school. Even if I don't, I don't finish it, I usually do it in the evening after the children have gone to bed. (U1, 268-271)."*

From this statement, the three subjects chose activities according to their priorities to avoid interfering with other obligations. There also supported by documentation where subjects E, N, and U take the time to do their hobbies, choose to actively participate in workshops with other teachers, and statements from the husbands of the three subjects as significant others.

*"Yes, that's right, in the morning I prepare breakfast for the family, and then I leave. In the afternoon, it's like this, preparing another meal for the family (B1, 47-48)."*

*"If I have an interest, I take photography classes, and I also used to take knitting classes. (B1, 58-59)"*

*"Yes, people really like to make their own compost fertilizer, then plant flowers, people are really like that. (F1, 122-123)"*

From this statement, the three subjects showed the ability to adapt to the environment, utilize opportunities effectively, and control activities as working mothers and as social people.

#### 4.1.5. Purpose in Life

From the interviews that have been conducted, the three subjects show that there are goals to be achieved and make their lives meaningful. In the past, subjects E and U did have a goal to become a teacher, while subject N aspired to be an office worker, but the subject chose to study at the PGSD department because a job as a teacher was guaranteed, as expressed by the following subject.

*"the term is that I already love my job (E1, 23-24)."*

*"enjoying college and then finally joined what is called GTT for 2 years, then Alhamdulillah, I was accepted by CPNS here in 2010, so I enjoyed it, actually it was not my dream, so because the journey was like that. I just enjoyed it. (N1, 25-28)"*

*"Yes, I'm happy. Because it's what I've always wanted to do. (U1, 25)"*

At this point, subjects E and N began to want to achieve their goals as a mother by preparing for the future of their children and family. However, it was different with subject U, who wants to achieve physical and mental happiness. The following three subjects express this.

*"Yes, of course that's right, I want to have, the focus is on the family, yes, if I am for a small family, for children, yes as, first as a mother and wife I want to give the best for my children, for my husband, what in my career I also want to be healthy until retirement to see children succeed, be able to send children to high school, so at least equip them with knowledge, thankfully if the children can later be what, yes hopefully better than me, it is a wish or ideal that hopefully can be realized, all healthy. (E3, 111-118)"*

*"There are still many things that need to be prepared, especially economic problems, yes, children are getting older, so there are more and more needs, yes, the desire is to save later for children's education. (N1, 126-129)"*

*"In general, I want to be happy physically and mentally. The way to achieve it is to try to find your own happiness if you can't get it. (U3, 211-213)"*

By understanding these goals and desires, the three subjects felt that the lives they have led to date is meaningful, as evidenced by the following statements.

*"Yes, Alhamdulillah, to be able to, I am very grateful to be in this position, the point is that I am grateful because considering the struggle that is not easy (E3, 143-145).*

*"Yes, before starting from the beginning of marriage, it's like I started from zero, yes, it has been fulfilled until now, so starting marriage, buying land, and so on, because I was a civil servant, yes, I could only get into debt first, I could only get into debt, so starting from a small salary until now, Alhamdulillah, everything has been fulfilled, now it's better, it can be enjoyed. (N1, 150-155)"*

*"Yes, Alhamdulillah, I have been here for how many years, 13 years, 13 years, Alhamdulillah, my friends are also good here, like a second family for me, at home also Alhamdulillah, although I have not been together with my husband, but I am grateful that economically, Alhamdulillah, it is fulfilled. (U3, 251-254)"*

From this statement, the three subjects have a purpose and view their lives as meaningful.

#### 4.1.6. Personal Growth

In undergoing the role of a working mother, the three subjects acknowledged that they had experienced employment before marriage, so they realized that things have changed, increasing their roles, abilities, and potential. Based on the interviews, the three subjects felt that many experiences were undertaken, such as participating in training and workshops and becoming a driving teacher. All three subjects were open to new experiences, such as wanting to improve their quality as teachers, taking photography classes, and improving their skills and knowledge.

*"Yes, always open. In other words, if there are changes, the dynamics of the world of education are always rotating; yes, well, I am open, not rich in what is rigid, and don't care about it. No, following the flow of the times, yes, we must develop; the human resources must also continue to upgrade, but not what ambitions are passionate about and what is not. (E3, 178-183)."*

*"Yes, but for me, what is it, it's considered new, it's new, but not everything I want to learn, just like photography, I want a street one, so I've tried it, but if I'm often a little lazy, just if it's a little difficult, I'll leave it (N3, 158-161)."*

*"The only thing I really want is to go to graduate school. But because again, the condition of my young children and my husband is far away, so I also have to be self-conscious if for example I go to graduate school later, I'm afraid my children will not be taken care of. That's my hope, I want to go to college, but I don't know when I'll get the fortune. (U3, 241-246)"*

*"I purely wanted to learn, so ee what is the education of a driving teacher, try it out. Then the intention was just to register, because the principal told me to, so I just registered, not necessarily accepted, but I passed. (U3, 307-310)"*

This statement is supported by the statements of the second and third subjects' husbands as significant others open to new experiences. The following statement supports it.

*"Yes, very open to new activities, usually challenged to complete something of interest, it is quite challenging (B1, 56-57)."*

*"he'eh, because ee actually this is one of the reasons why I give permission to my wife to continue her career because I know the characteristics of my wife is a person who is always ee learning new things, so wherever she works, wherever she studies, wherever she is, she always tries to give her best, including when she becomes a teacher (F1, 67-71)"*

Apart from the accounts provided by the significant others, it can be seen from the documentation that the three subjects were open to new experiences, as evidenced by subject E hosting a workshop with other teachers, subject N participating in a photography class, and subject U participating in a driving teacher simulation. In addition to being open to new experiences, the three subjects saw an improvement in themselves while living life.

*"In the past, when I had two children, my children were still not too big, still in grade 1, grade 3, well I was too enthusiastic about my career, I participated in this training, that training, this competition, that competition, and then sent them there, often, but Alhamdulillah I feel that my achievements are ee I have done it, you know (E3, 158-162)"*

*"Yes, in my opinion, I have done well, but I don't know what people think, I haven't asked them either. It's a new thing for me and I still need to learn more. (U3, 299-301)"*

In contrast to subjects E and U, subject N felt that he was used to being a worker.

*"Ee if the feeling is normal, yes, yes, I mean normal here because before I got married I was already working, so I already felt how to work, so maybe the difference is that if you are still single, yes, we are for our own needs, yes we enjoy solitude, but if you are married, the needs are drastic (N1, 34-38)."*

The three subjects also demonstrated an understanding of the importance of transforming into better individuals. The three subjects tried to learn from their own mistakes so that they could change into better individuals.

*"this is yes, right. We live that if for example today must be better than yesterday, right, and I really want it to be like that, but I live it like that, bismillah, the point is that in this case I try to do the best, the best that I can, for me what, things that are not useful, things that are meaningless, we minimize it, at least not, for example, if we have been down in the past, don't let us be like before (E3, 191-197)".*

*"Yes, everyone has shortcomings, if possible, the shortcomings should be minimized, just try to make the best of yesterday's experience, the bad ones should not be done again, just like that. (N2, 44-47)"*

*"In the past, I used to be very outspoken. I couldn't see something that wasn't right. But over time, I started to learn, because sometimes something that is true but said spontaneously is hurtful, even though maybe I mean well, but other people receive it not well (U1, 365-369)."*



## 4.2. Discussion

The findings of the study revealed that mothers who work as teachers at SDN Banjaran II Kediri demonstrate various dimensions of psychological well-being as described in Ryff's theory [19], namely as follows: self-acceptance, positive relationships with others, mastery over the environment, autonomy, life goals, and personal growth.

The psychological well-being dimension of self-acceptance, which involves recognizing and embracing one's strengths and weaknesses [41], was evident in all three subjects of this study. The three subjects were able to view themselves positively, and felt proud of their choice to become working mothers because they were able to help the family financially and were able to make both parents happy. In addition, the three subjects were able to accept their shortcomings as mothers, where time spent with children and family had to be reduced because they have obligations as teachers. By knowing their strengths and weaknesses as working mothers, the three subjects clearly indicated self-acceptance. Garcia [42] showed that someone with high self-acceptance also shows high psychological well-being. The research also aligns with Seligman's [43] research, which suggests a strong relationship exists between self-acceptance and positive emotions, such as feelings of satisfaction and well-being. This attitude of self-acceptance can also be influenced by social support, self-awareness, and work-family balance[44–48]. Regarding social support from their husbands, subject U received significant emotional support which helped her believe more in her abilities as a working mother, while subjects E and N did not show any support from their husbands in terms of self-acceptance. However, it was worth noting that although subjects E and N did not receive explicit support from their husbands in terms of self-acceptance, they did receive support in completing household tasks. With this support, it helps the subject to view themselves positively and feel valued. This highlights the significance of spousal support in different aspects of a working mother's life and its influence on their overall well-being and self-worth.

The second dimension of psychological well-being, which involves building positive relationships with others through warmth, closeness and establishing trust [19], is also evident in the three research subjects. The three subjects have established close bonds with other people, such as family, friends, and neighbors. The three subjects were able to foster harmonious relationships by frequently visiting relatives' homes, participating in activities with neighbors, vacationing with family, and often pouring out their hearts with their husbands. These behaviors contribute to fostering harmonious relationships and building trust with others. This is in line with research which reveals that

positive relationships with others are also influenced by social support and personality [49]. Bryant et al. [50] also showed that a person's personality, such as openness, extraversion, and friendliness, affects good interpersonal relationships. These social skills minimize mental health problems and are associated with clear psychological experiences such as hope, happiness, life satisfaction, and environmental mastery [51].

From the research results, the three subjects also demonstrated the ability to effectively control and balance their activities in various settings, such as school, home, and the community. This shows an example of the dimension of mastery over the environment in psychological well-being. Subjects E, N, and U deliberately choose activities to accommodate their roles as mothers and teachers without interference. They prioritize their responsibilities while also considering their personal needs and interests. Hennecke et al. [52] explained that good environmental mastery is closely linked to a person's efforts to implement self-regulation. Simon & Duran [53] also revealed that good self-regulation affects mastery of the environment.

In addition to achieving positive relationships with others and mastery over the environment, the three subjects were also able to achieve self-autonomy and overcome problems while carrying out the role as a working mother. The three subjects have independence and are able to think and act under pressure. This is evidenced by the way the three subjects overcame problems by dividing time. If the task cannot be done in the morning, it can be done at night when there is more time flexibility. Effective time management leads to increased productivity, a sense of balance, and a reduction in stress levels [54]. Azkiyati [55] also revealed that good time management helps working mothers resolve conflicts at work and in the home environment. In addition to good time management, but a person can also achieve self-autonomy by employing active, passive, and meaning-based coping strategies [56]. Sarafino [57] states that coping strategies are an attempt to reduce stress. From the study results, the three subjects overcame problems in carrying out their roles as working mothers by asking for help or support from their husbands, taking vacations to relieve stress, and doing hobbies at home. The three subjects applied emotional-focused coping strategies. Ebrahimi et al. [58] showed that coping strategies directly affect autonomy support. Chaika [59] revealed that a person could understand themselves better and help determine life goals with autonomy. When people understand themselves better, they become more resilient and better at adaptive performance in analyzing stressful situations and identifying solutions [60].

In terms of life goals, subjects E and N are focused on preparing financially for their children's future, while subject U aspires to achieve greater happiness in life. Bonebright

et al [61] revealed that a person can understand his life purpose if he does something enthusiastically. Pfund & Lewis [62] also revealed that a person is committed to their life goals assessed by participation in community activities, support, and reflection on previous meaningful events. All three subjects said that they enjoyed their role as working mothers. However, in contrast to subjects E and U, who viewed their lives as very valuable, subject N only feels normal because she has been a worker since before she was married. Fatimah & Nuqul [63] revealed that feeling meaningful affects one's level of happiness. In addition, Putri [64] also revealed that there is a positive relationship between meaningfulness of life and psychological well-being in married and working women. From the study results, subjects E and U have a clear sense of purpose and meaning in life, in contrast to subject N, who has not found the meaning of life but already has goals to pursue. Subjects E and U are considered capable of achieving the dimension of life purpose, while subject N is still on a journey to find meaning in life to achieve the dimension of life purpose.

Concerning personal growth, the three subjects were able to achieve personal growth, as seen from subject E, who participated in training or workshops, subject N who participated in photography classes, and subject U, who wanted to improve competence through teacher mobilization activities and pursue a master's degree. The ability to achieve personal growth is influenced by several factors, one of which is maturity [64,65]. McCrae [65] also revealed that going through developmental tasks and personal growth in adult life is associated with high well-being.

All three subjects said they often introspect themselves, realize their mistakes, and try to change. With self-awareness and self-introspection, subjects can strive for change and view themselves as individuals who grow and develop [66,67]. Self-awareness also increases the focus on conscious and balanced learning motivated by curiosity or interest in the self [68,69]. One of the stimuli to achieve self-growth is self-awareness [70]. London et al. [71] showed that self-awareness positively affects health and well-being. This proves that with self-awareness, subjects can achieve personal growth. With personal growth, one can increase self-potential and psychological well-being [72].

Based on all dimensions of Ryff's psychological well-being, subjects E and U have achieved psychological well-being. In contrast, subject N still needs to fulfill the indicators in the dimension of life purpose. Subjects with high psychological well-being are those who have no difficulty accepting themselves, can create close and warm relationships with others, can organize the environment as needed, solve problems, develop themselves, and have a purpose and meaningfulness in life.

In addition to these dimensions, in this study, researchers found a possible link between school and government policies in achieving personal growth and psychological well-being. From the research findings, subjects E and U revealed that they took the opportunity to attend workshops, training, or teacher mobilizer activities supported by the school. The existence of government and school policies, such as teacher mobilization activities and workshops, facilitate teachers' development and prosperity. Ekosiswoyo [73] revealed that school policies are able to mobilize teachers in developing their competence. Oktafiana et al. [74] also revealed that government and school policies related to improving teacher quality also impact teacher welfare.

In addition to government and school policies, researchers also found that gratitude and work experience as factors that influence psychological well-being. All three subjects said they felt grateful for being working mothers because they could still fulfill their roles effectively. Previous research revealed that gratitude helps a person improve psychological well-being [75,76]. Gratitude leads to the ability to accept what one has when associated with the culture of Eastern countries, one of which is Indonesia [77]. In addition to gratitude, researchers found that work experience can influence teachers' psychological well-being. From the study results, the three subjects have been teachers for 13 years which have made them familiar with their work. With this experience, the three subjects can increasingly overcome problems at school and home leading to a greater sense of prosperity. Nusa [78] and Tagela et al. [79] support the notion that longer teaching time would improve teachers' psychological well-being.

Based on this study, it can be concluded that the three research subjects exhibit various dimensions of psychological well-being, including self-acceptance, positive relationships, personal growth, self-autonomy, and environmental mastery. However, there is one dimension, life goals, that has been achieved by two subjects but not by one of the subjects. Additionally, the study found that factors such as school and government policies, gratitude, and work experience also contribute to the psychological well-being of the three subjects.

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