

Research Article

Work Stress and Psychological Well-being of High School Teachers in Indonesia

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Abstract.

The role of teachers was crucial to ensure students' academic success. Teachers were responsible for facilitating learning, offering guidance, providing emotional support, and acting as parental figures for some students. However, these responsibilities might lead to significant work stress, which can negatively impact teachers' psychological well-being. To investigate this issue, a quantitative survey was conducted, which utilized the PERMA-Profiler adaptation instrument and the School Teacher Job Stressor Scale adaptation instrument. The survey included 758 participants, comprising male (286) and female (472) secondary school teachers from 33 provinces across Indonesia. The results of the linear regression analysis showed that work stress negatively impacts the psychological well-being of teachers ($F = 314.9$, $p < 0.05$, and $R^2 = 0.239$).

Keywords: psychological well-being, work, stress, teachers, Indonesia

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1. Introduction

Teachers acted as the main agents in leading the younger generation to success and independence. In other words, teachers played an important role in achieving the quality and quantity of learning in the educational process of students. Based on the Law of the Republic of Indonesia number 14 of 2005 concerning teachers and lecturers, in article 1 (2), it was stated that the duties of teachers are to teach, guide, direct, train, assess, and evaluate students at the stages of early childhood education, basic education, and secondary education. Teachers served as mentors in the learning process, established a situation where students feel safe and confident that their achievements would be recognized and noticed, thus increasing student motivation [1]. In conclusion, teachers were not only demanded to teach in the classroom, but also be a facilitator, advisor, emotional supporter, or even parental figures.

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Besides the high expectations from society, the piling up of workloads with challenges in dealing with curriculum transformation could lead to stress, fatigue, and burnout among teachers [2]. These conditions were believed to have a negative impact on teachers' psychological well-being [3]. Psychological well-being was a feeling of positive emotions such as being happy and satisfied with what you have—having control over yourself, creating a life purpose, and building positive relationships with others [4]. Teachers' psychological well-being was a crucial factor that affects the teaching quality, teacher-student interactions, and their contribution to education. However, if teachers experienced stress related to their roles and work, their psychological well-being should be compromised.

According to the World Health Organization (WHO), stress was a body response to psychosocial stressors. Stress was shown in various reactions for undesirable situations—such as in the form of subjective, physiological, and behavioral responses [5]. Everyone tends to have different response over stress in different things. It might cause a bad situation when the pressure arose due to the discrepancy between personal expectations and reality [6]. Upon the explanation, stress was a cognitive and physiological response to stimuli due to the inability to achieve ideal conditions by individuals.

Stress negatively affected psychological well-being in various aspects of an individual. When teacher exposed to various stress, it would decrease their mental health in general [7]. Prolonged stress among teachers could lead to mental health problems such as anxiety, depression, and emotional exhaustion. Teachers with severe stress might feel trapped in a negative cycle, feel helpless, and struggle to feel happy or enjoy daily activities.

Besides affecting mental health, stress would lead to emotional exhaustion [8]. High task demands and the emotional burden of interacting with students, coworkers, and parents could cause significant emotional exhaustion or worst, burnout. Teachers who constantly faced these emotional challenges could feel drained of energy and might experience symptoms of burnout, for instance being lethargy, feeling empty, and having irritability. The overly stress experienced by teachers might end up to burnout [9]. Chronic stress could not only lead to a state that feel physically and emotionally exhausted, but also decrease the motivation, low productivity, and loss of work sense. At worst, teacher would feel isolated and unsure of their competence when they had burnout.

The stress experienced by teachers would not only affect individual's mental health, but also their teaching quality [10]. High stress among teachers could compromise

the quality of teaching, for instance those who feel stressed might face a trouble in concentrating while develop learning materials or interact with students. As teachers could not build positive teacher-student relationship, student's learning achievement would be affected due to the stress experienced by teachers. The worst possible outcome of having high stress among teachers was when they questioned their own ability to face challenges and complete the tasks.

Stress could also imbalance individual's personal life over work life [11]. Teachers who were highly exposed to excessive stress might have difficulty in maintaining a balance between work life and personal life. This could negatively impact personal relationships, family time, and leisure activities, which in turn can worsen psychological well-being. Additionally, individual's physical health could be declined because of the over stress [11]. Prolonged stress could impact on health in general—for example, had sleep problems, increased the risk of cardiovascular disease, decreased immune system, or induced digestive problems.

Considering prior arguments, this study was initially to explore how work stress among teachers could affect their mental health. The study hypothesized that work-related stress has an impact on the psychological well-being of secondary school teachers from the 33 provinces in Indonesia. The result of this study was expected to provide valuable insights for individuals involved in making decisions about school policies, particularly those related to teachers.

2. Material and Methods

2.1. Instruments

This study utilized a survey method by distributing two research instruments, namely: the PERMA-Profilier adaptation instrument [12] and the School Teacher Job Stressor Scale adaptation instrument [13]. The PERMA-Profilier was developed by Seligman (2011) to identify psychological well-being through its five aspects of psychosocial functioning, each of which contains 3 items, namely positive emotion, engagement, relationships, meaning, and accomplishment. Meanwhile, the School Teacher Job Stressor Scale was developed by Naono-Nagatomo et al (2019) contains 23 items spread across five aspects of the measuring instrument, namely time spent outside of work, self-assessment of one's ability as a teacher, relationship with other teachers, social interactions outside of teaching, and duties outside of teaching [13].

2.2. Data collection

The respondents were 758 secondary school teachers from 33 provinces in Indonesia (286 male and 472 female). Data collection was conducted online over a period of almost 1 month by involving a third party with a professional data collection agreement.

3. Results and Discussion

The following was a description of the data collected empirically from 758 research respondents. The table below displays the mean, standard deviation, minimum score, and maximum score for work stress and psychological well-being variables.

TABLE 1: Descriptive Statistics (N=758).

	Work stress	Psychological Well-being
Mean	52.06	120.87
SD	17.75	17.66
Minimum	21	39
Maximum	119	150

In the next step, we conducted a correlation analysis to examine the relationship between work stress and psychological well-being. The results indicated a significant negative correlation between work stress and overall psychological well-being as well as each aspect of psychological well-being.

TABLE 2: Correlation of Psychological Well-being and its Five Aspects with Work Stress.

	1	2	3	4	5	6	7	8	9
1. Age	1	.863**	-.035	-.038	-.055	-.064	-.098**	-.041	-.068
2. tenure		1	-.034	-.040	-.049	-.066	-.129**	-.027	-.075*
3. positive_emotion			1	.748**	.686**	.656**	.679**	-.463**	.869**
4. engagement				1	.679**	.741**	.708**	-.484**	.891**
5. relationship					1	.609**	.633**	-.439**	.833**
6. meaning						1	.739**	-.496**	.865**
7. accomplishment							1	-.466**	.872**
8. work stress								1	-.542**
9. PWB									1

** . Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

A simple linear regression was executed to predict teachers' psychological well-being based on their work stress. A significant regression equation was found ($F=314.9$,

$p < 0.05$), with an R^2 of 0.293. This finding implied that teacher’s psychological well-being was predicted by work stress by 29.3%. Teachers’ average psychological well-being decreased 0.542 unit for each unit of work stress increased. For more information, please check table 3.

TABLE 3: Regression analysis.

Model	df	Beta	R ²	F	Sig.
Regression	1	-0.542	0.294	314.92	0.000
Residuals	756				
Total	757				
Outcome: Psychological well-being					

Through careful analysis of the data, the research hypothesis was successfully validated, demonstrating that work stress has a marked and detrimental effect on the psychological well-being of teachers. The findings indicate that as work stress increases, the level of teachers’ psychological well-being decreases. These results align with similar findings from previous studies, including Kyriacou’s (2001) work [14]. Additionally, this study shows that work stress accounts for 29.3% of the reduction in teachers’ psychological well-being, while the remaining 70.7% is influenced by other factors not explored in this research.

Teachers faced a great deal of stress due to the challenges they encountered in their profession. As they interact regularly with a diverse group of individuals including students, parents, school administrators, and other teachers, the potential for conflicts to arise is always present [15]. Furthermore, teachers ought to contend with time constraints, administrative duties, and the responsibility of making important evaluations and decisions that can impact both themselves and their students. This condition could cause vulnerability while facing work-related stress, thus would be negatively affected their psychological well-being and ultimately hinder their students’ learning process. In the most extreme cases, unmanaged work-related stress could lead to teacher burnout, which could result in significant impact on job satisfaction and overall job performance [16]. While teachers exposed to work-related stress, effective stress management could help mitigate its negative effects [17]. Maintaining positive psychological well-being was crucial for teachers to provide high-quality education [3]. Ultimately, this benefits not only for teachers but also for students and schools by ensuring successful learning outcomes.

4. Conclusion

According to the research data analysis, work stress had a considerable negative impact on the psychological well-being of secondary school teachers across 33 provinces in Indonesia. The study found that there is an inverse correlation between the level of work stress experienced by teachers and their psychological well-being. In other words, the higher the work stress, the lower the psychological well-being.

Conflict of Interest

The authors declare no conflict of interest.

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