



Enhancing teachers' psychological well-being through quality of work life in educational organizations

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ABSTRACT

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This research aims to examine the psychological well-being of teachers through the lens of quality of work life within educational organizations. It is necessary to understand how teachers' work environment can affect their mental health because this ultimately affects teachers' capacity to manage one of the functions of providing learning processes to students at school. The subjects of this study were 500 teachers spread throughout East Java Province using quantitative methods. Subjects were selected by convenience sampling and responded to a structured questionnaire measuring two variables: quality of work life and psychological well-being. Data were analyzed using SPSS Statistics with simple linear regression to test the hypothesized direct effect of quality of work life on psychological well-being. Results indicate that teachers' psychological well-being is greatly influenced by the quality of their work life. The results of the study generally indicate that the quality of teachers' work life has an impact on the level of psychological well-being they experience and can markedly improve their psychological health. These findings are important for policymakers and stakeholders in the education sector to be able to design more applicable policies, such as creating a more supportive work environment, workload management strategies, improving work-life balance, and providing ongoing professional development programs to create more supportive workplaces and ultimately sustain high-quality teaching and learning outcomes.

Contribution/Originality: This study contributes to the literature by addressing the gap in research on the relationship between Quality of Work Life (QWL) and Psychological Well-Being, particularly in the education sector. While previous studies have predominantly focused on nurses and corporate employees, this research highlights teachers as subjects with unique work dynamics, offering a new perspective in Organizational Psychology.

1. INTRODUCTION

Organizational psychology represents a compelling field of research that integrates insights from psychology and organizational behavior, emphasizing the emotional and motivational aspects of work. It examines how individuals respond to their work environments and the strategies that emerge from these responses (Conte & Landy,

2019). Within organizational contexts, educational institutions, especially schools, are tasked with producing graduates who possess academic competencies, practical skills, positive attitudes, mental resilience, and other personality traits, thereby preparing them for higher education or careers that require specialized expertise (Amelia, Lukmawati, Siraj, Amelia, & Ardiansyah, 2023). Amid the multifaceted roles of schools, teachers serve as a central pillar in education, playing an essential function in maintaining and enhancing the quality of the nation's future generations; their performance is thus pivotal to student success (Sulistiani & Nugraheni, 2023). Moreover, the psychological well-being of teachers has been widely acknowledged as essential to the overall quality of teaching and learning outcomes.

Psychological well-being remains a compelling subject of study because it pertains to the internal experiences of each individual. Individuals make various efforts to be physically and mentally healthy. Good biological and mental health allow people to achieve balance (Sudarnoto, 2020). Likewise, for teachers, teachers must be in an ideal psychological condition, which is called psychological well-being (Scarvanovi, 2023). Teachers with good psychological health will demonstrate self-respect and exhibit positive regard toward others. They can easily create a comfortable and predictable environment (Belinda, Efendy, & Rista, 2024). Currently, in addition to a teacher trying to maintain their psychological well-being, teachers must also learn how to support students in achieving emotional stability, social inclusion, cultural sensitivity, teach, and instill positive attitudes promoting respectful attitudes toward students with learning challenges, diverse abilities, and different backgrounds (Becirović & Akbarov, 2015).

This study will focus on the quality of work life as one of the factors of teachers' psychological well-being because educational organizations cannot produce productive employees without the quality of work life. Not only management and employees, but also the community are responsible for the quality of work life (Ishak, Abd Razak, Hussin, Fhiri, & Ishak, 2018). In a broader scope of industry and organization, according to Nanjundeswaraswamy and Sandhya (2016) good human resources are very important for the success of any organization. Today's world is highly competitive, and technology is developing, which impacts job opportunities, skilled employee requirements, management strategies, policies, and styles. Organizations that want to survive in today's competition must understand the importance of retaining talented employees.

Research on the quality of work life has been growing steadily and indicates that this construct holds significant influence over mental health and behavior in the work context (Arya & Diwanti, 2024; Cetrano et al., 2017; Çingöl, Karakaş, Çelebi, & Zengin, 2024; Prayoga, Marumpe, Daud, & Karsim, 2024). Several studies have stated that the quality of work life is positively related to psychological well-being (Porkalai & Sivapriya, 2018; Wati & Istiati, 2024). However, most of these studies were conducted in the industrial or health service sectors, and there are still few that examine the teaching profession, such as in Indonesia. In addition, studies that specifically link quality of work life with psychological well-being in teachers are still relatively rare, even though this profession is vulnerable to high work pressure and limited institutional resources.

On the other hand, many previous studies that use the quality of work life construct have not been based on a solid theoretical framework to explain why quality of work life can affect individual psychological well-being. An underutilized yet relevant theoretical framework in this area is the Job Demands-Resources (JD-R) Model proposed by Bakker and Leiter (2010). This model explains that job resources, such as trust, respect, and learning opportunities, can reduce the negative impact of job demands and improve individual well-being. Accordingly, this study seeks to address the existing gap by investigating the association between quality of work life and psychological well-being among teachers across all educational levels (kindergarten, elementary, junior high, senior high, and vocational schools) in East Java Province in Indonesia, employing the Job Demands-Resources (JD-R) model as its theoretical framework. Through this approach, the research is expected to provide empirical evidence from a context that has not been widely studied while strengthening the conceptual basis in understanding the influence of working conditions on teachers' psychological well-being.

2. LITERATURE REVIEW

2.1. *Psychological Well-Being*

According to Ryff (1989), psychological well-being refers to a condition in which an individual maintains a favorable self-perception, shows appreciation for others, possesses the capacity to make independent choices, regulates their behavior, and is able to create and manage an environment that suits their needs. In this view, well-being is not merely a static condition but a dynamic process shaped by personal growth and meaningful interactions with the environment (De-Juanas, Bernal Romero, and Goig, 2020).

Psychological well-being comprises six core dimensions: autonomy, self-acceptance, positive relations with others, purpose in life, environmental mastery, and personal growth (Ryff and Keyes, 1995). These dimensions reflect individuals' ability to function effectively both personally and socially, including maintaining independence, developing meaningful life goals, and building positive interpersonal relationships.

Previous studies have shown that psychological well-being is associated with a range of sociodemographic and work-related factors, including individual resources such as self-efficacy (Cansoy, Parlar, & Turkoglu, 2020; Grobelny & Narska, 2021; Tang & Zhu, 2024), creativity (Androshchuk, Balakhtar, Balakhtar, & Oleshko, 2020), affective and normative commitment (McInerney, Ganotice, King, Morin, & Marsh, 2015), and quality of work life (Ha & Ha, 2019; Hardjanti, Dewanto, & Noermijati, 2017).

In education, psychological well-being has attracted substantial scholarly interest, extending beyond students to encompass growing concern for the well-being and mental health of educators and recognizing the importance of creating a good learning environment (Hanson, Trolan, Paulsen, & Pascarella, 2016; Weiss, Westerhof, & Bohlmeijer, 2016; Xiyun, Fathi, Shirbagi, & Mohammaddokht, 2022). Schools must be able to prioritize teacher mental health. This can be achieved by providing various access points, such as training, workshops, and access to technical assistance from experienced mentors or experts (Jimenez, 2021). When teachers feel valued, they are more likely to show higher work engagement and can provide maximum instruction to students (Fei & Tien, 2024). Investing in teacher well-being not only benefits educators personally but can also have a positive impact on the learning environment and student learning outcomes in general.

2.2. *Quality of Work Life*

The quality of work life represents a multidimensional concept that captures how employees perceive and respond to different aspects of their professional roles (Raeissi, Rajabi, Ahmadizadeh, Rajabkhah, & Kakemam, 2019). Swamy, Nanjundeswaraswamy, and Rashmi (2015) define quality of work life as the degree to which employees achieve personal and job satisfaction through achieving company goals. Meanwhile, Riyono, Hartati, and Fatdina (2022) defines quality of work life as a comprehensive approach that involves all aspects of work life. Riyono et al. (2022) added that the application of quality of work life into corporate culture is very important because, by implementing this method, companies will gain many opportunities and allow existing human resources to play a pivotal role in increasing their competitive advantage. In line with Beloor, Nanjundeswaraswamy, and Swamy (2017) who stated that in an organization, the quality of work life is very important for smoothness and efficiency because, by creating employee commitment and loyalty to the quality of work life, they can develop and utilize their best potential period. In this regard, the quality of work life also reflects the extent to which an organization is able to build a supportive and enabling work environment (Zakaria, Don, & Yaakob, 2021). A conducive work environment not only enhances employees' psychological well-being and morale but also becomes a crucial foundation for fostering empowerment, commitment, and emotional attachment to the organization (Yadav, 2023). There are several factors according to Hemanathan, Golda, and Prakasam (2017) that can affect the quality of an individual's work life, namely the type of work, challenges, job satisfaction, professional prospects, incentives, risk benefits, and stress. Other factors that can influence the quality of work life, according to several researchers, are organizational social capital (Ko, 2021), grit

(Kim & Lee, 2022), corporate social responsibility, organizational identification (Kim, Milliman, & Lucas, 2020), and emotional dissonance (Alrawadieh, Cetin, Dincer, & Istanbulu Dincer, 2020).

Riyono et al. (2022) explain that there are five aspects of quality of work life, namely trust, care, respect, learn, and contribute. Trust in this aspect is defined as a relationship of mutual trust between members of the organization, both fellow employees and superiors. Care is an attitude of concern and mutual assistance within the organization, such as between superiors and subordinates, and among coworkers. Respect is defined as an attitude of mutual respect maintained by members of the organization toward one another, both employees and superiors. Learn refers to the active involvement of all individuals in the organization in continuous learning processes. Contribute refers to the spirit of participating collectively in advancing the organization.

A recent study by Espinoza-Díaz, Tous-Pallarés, Lucas-Mangas, Valdivieso-León, and Vigil-Colet (2023) found that teachers' psychological well-being is influenced by multiple factors, notably personality traits such as emotional stability, emotional intelligence, and fatigue. Okeke, Ede, and Amaeze (2024) found a significant positive correlation between age and psychological well-being in elementary school teachers, while educational qualifications and marital status correlated negatively. Ibrahim et al. (2021) reported that job control and social support greatly affect teachers' psychological well-being, with overall levels of job control, job demands, and social support falling into the moderate category. Finally, Suleman et al. (2021) demonstrated a positive, significant association between empowering leadership behavior and psychological well-being among secondary school teachers in Pakistan's Kohat Division.

2.3. Conceptual Framework

Grounded in the Job Demands-Resources (JD-R) Theory, Bakker and Leiter (2010), and supported by prior studies, the proposed conceptual model outlines how quality of work life, as a set of job resources, enhances teachers' psychological well-being.

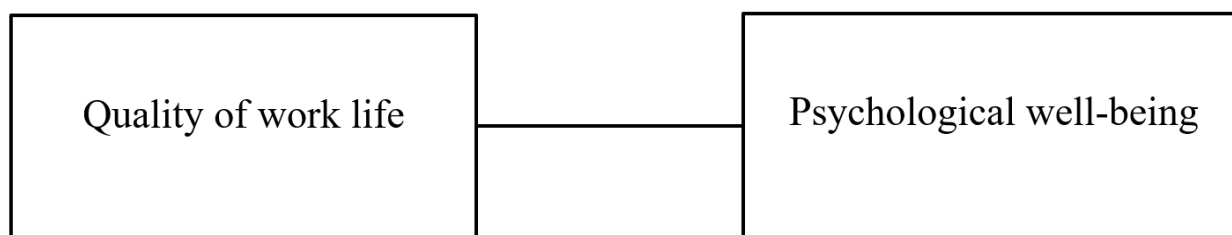


Figure 1. Conceptual framework.

Figure 1 illustrates the hypothesized positive and significant effect of Quality of Work Life on teachers' psychological well-being (H1).

3. METHODS

3.1. Research Design and Participants

This study uses quantitative methods. Quantitative methods comprise approaches that utilize data to represent observable phenomena, grounded in a positivist epistemology that assumes that observers who measure characteristics can know the social world (Schutt, 2019). There are several advantages to using quantitative methods according to Cadena-Iñiguez et al. (2017): the framework of thought is based on probabilistic induction from logical positivism, measurements are more controlled, data measurements can be repeated, interactions between researchers and research subjects are lower, planning is more precise, and interpretation of results is more objective.

The subjects of this study were 500 teachers in several schools from various educational levels in East Java Province, Indonesia. The subjects included teachers from kindergarten, elementary school, junior high school, senior high school, and vocational high schools. The sampling technique used in this study was convenience sampling, which utilizes samples that are available and easily accessible to researchers. Due to the non-probability nature of this

sampling method, teachers were drawn from various institutions across different regions in East Java Province, ensuring that the study does not focus on the name of a particular school or institution.

3.2. Instruments

The instrument used in this study was a scale of quality of work life and psychological well-being that the researcher developed based on the theory (Riyono et al., 2022) for the variable of quality of work life and the theory (Ryff & Keyes, 1995) for the variable of psychological well-being. The type of Likert scale used in this study consists of five answer choices: strongly agree, agree, neutral, disagree, and strongly disagree.

3.3. Procedures

The instrument was distributed directly and online via a Google Form link that was shared with all research subjects. The time needed by researchers to collect data from 500 subjects was approximately two months.

3.4. Data Analyses

The data obtained will be analyzed using a simple linear regression analysis technique with the SPSS 25 for Windows application. Regression analysis is a statistical technique that examines the relationship between a set of independent variables X_1 and a dependent variable Y . Simple linear regression aims to predict characteristics based on other variables, where it considers only one predictor variable (Setiawati, 2017). Prior to conducting a simple linear regression analysis, it is essential to ensure that the classical assumptions are met, including normality, heteroscedasticity, and linearity. The normality assumption is tested using the Kolmogorov-Smirnov test, while heteroscedasticity is examined through the Glejser test, by regressing the absolute residual values on the quality of work life variable. Linearity was evaluated through the Test for Linearity.

4. RESULTS

4.1. Validity and Reliability Test

Validity testing is conducted to assess the extent to which questionnaire items accurately measure the intended variables. This is achieved by correlating each item score with the total score of the respective variable. An item is considered valid if its corrected item-total correlation exceeds 0.30 (Azwar, 2015). Reliability, on the other hand, denotes the stability and consistency of the measurement instrument. To evaluate reliability, Cronbach's alpha statistic is applied; a score exceeding 0.60 suggests that the items reliably measure the construct under investigation (Azwar, 2015).

The validity and reliability testing of each item measuring the quality of work life variable, using pre-survey data from 60 respondents, showed that 32 items had a corrected item-total correlation above 0.3, with validity values ranging from 0.390 to 0.829, and a Cronbach's Alpha of 0.958 (>0.6). Thus, the required reliability criteria were fulfilled.

The next step involved testing the validity and reliability of each item measuring the psychological well-being variable using pre-survey data from 60 respondents. The results showed that 30 items had a corrected item-total correlation above 0.3, with validity values ranging from 0.334 to 0.892, and a Cronbach's Alpha of 0.960 (>0.6). Thus, the required reliability criteria were fulfilled.

4.2. Respondent Profile Description

The research data obtained from the results of distributing a psychological scale to 500 research subjects showed that most of the subjects in this study were female teachers, namely 325 people (65%) of the total 500, and male teachers numbered 175 people (35%) of the total 500 teachers.

4.3. Description of Research Variables

The descriptive analysis of the research variables covers the minimum, maximum, average, and standard deviation of the total scores for each measured construct. Based on the collected data, the overall average respondent's assessment of the quality of work life is 116.55, while the psychological well-being score is 110.77. The standard deviation for the quality of work life variable is 15.524, indicating that the data points deviate by an average of 15.524 units from the mean. Similarly, the standard deviation of the psychological well-being variable is 13.285, meaning that the observation data deviates by 13.285 from its mean.

4.4. Normality Test

Prior to performing regression analysis, it is crucial to verify that the classical assumptions are satisfied, specifically those of normality, heteroscedasticity, and linearity. The normality assumption ensures that the residuals generated by the regression model follow a normal distribution. In this study, the Kolmogorov-Smirnov test was applied to examine this assumption. When the p-value from this test exceeds 0.05 ($\alpha = 5\%$), the residuals are regarded as normally distributed. The analysis produced a p-value of 0.200, surpassing the 0.05 ($\alpha = 5\%$) significance level. Thus, it can be inferred that the data meet the normality requirement.

4.5. Heteroscedasticity Test

Heteroscedasticity describes a situation in which the residual variance is not constant across different observations. A properly specified regression model should not exhibit heteroscedasticity. In this study, heteroscedasticity was assessed using the Glejser test, where the absolute residuals were regressed on the independent variable (quality of work life). When the resulting p-value is greater than 0.05 ($\alpha = 5\%$), the model is considered free from heteroscedasticity. The test generated a p-value of 0.136, exceeding the 0.05 significance level, suggesting that the regression model meets the assumption of homoscedasticity.

4.6. Linearity Test

The linearity test was conducted to examine whether a statistically significant linear relationship exists between the independent and dependent variables. A p-value less than 0.05 ($\alpha = 5\%$) indicates such a relationship. The result showed a p-value of 0.000, confirming that quality of work life is linearly associated with psychological well-being.

4.7. Simple Regression Analysis

This study employed regression analysis to examine the effect of quality of work life on the psychological well-being of the participating teachers. The analysis was conducted using SPSS version 25.0, and the results are presented as follows:

Table 1. Regression analysis results.

Model	Unstandardized coefficients		T	P-value
	B	Std. error		
Constants	36.518	3.011	12.129	0.000
Quality of work life	0.637	0.026	24.879	0.000

Table 1 presents the regression coefficient for the quality of work life variable, which is positive at 0.637. This indicates a direct association between quality of work life and psychological well-being, meaning that the unstandardized regression coefficient ($B = 0.637$, $SE = 0.026$, $p = 0.000$) indicates that for each one-point increase in quality of work life, the psychological well-being score increases by 0.637 points. The t-statistic obtained is 24.879, with a corresponding p-value of 0.000, which is below the significance level of 0.05. These results confirm that quality

of work life exerts a statistically meaningful influence on psychological well-being, thereby validating the research hypothesis.

The F-test in regression is used to evaluate the overall adequacy or fit of the model. A p-value below 0.05 indicates that the model is statistically significant and effectively explains the relationship between variables.

Table 2. F tests.

F	P-value
618.972	0.000

Table 2 displays the results of the F-test, indicating a p-value of 0.000, which is below the 0.05 significance threshold. This result confirms that the regression model is a good fit for the data.

Table 3. Correlation coefficient and determination.

R	R square
0.744	0.554

Table 3 presents a correlation coefficient of 0.744, signifying a strong and direct relationship between quality of work life and psychological well-being. Additionally, the R-squared value of 0.554 implies that the quality of work life explains 55.4% of the variation in teachers' psychological well-being, while the remaining 44.6% may stem from other unmeasured influences in this study.

5. DISCUSSION

This research aims to examine the influence of quality of work life on the psychological well-being of teachers across all educational levels (kindergarten, elementary, junior high, senior high, and vocational schools). The analysis yielded a significance value (p-value) of 0.000, indicating that the alternative hypothesis (H1) is supported. The coefficient of determination (R^2) was found to be 0.554, suggesting that quality of work life explains 55.4% of the variance in teachers' psychological well-being, while the remaining 44.6% is attributable to other factors not included in this study.

The results of this study demonstrate the importance of creating a positive and supportive work environment for teachers to retain talented educators and improve student learning outcomes. The positive impact of quality of work life that supports teacher well-being has important implications for educators and educational practice. It means, by funding professional development opportunities, building strong relationships with the school community, and recognizing teacher effort, schools can create teachers who are happier and more engaged in their responsibilities. Educational policies that prioritize teacher well-being and create positive work environments are essential to improving teacher and student achievement (Cook et al., 2017; Farley & Chamberlain, 2021).

Recognizing the obstacles to psychological well-being can help educators achieve better emotional and personal development by maintaining sound mental health. By recognizing the difficulties that teachers may face in maintaining their psychological well-being, broader education and training programs can be created to help teachers sustain their psychological health, which in turn affects the quality of education that students receive (Chan & Lim, 2023; Njobvu & Daka, 2025; Wang & Hall, 2019). A psychologically healthy educator has the ability to maintain psychological balance so that they can act with professionalism and competence even in highly unpredictable teaching scenarios, and ensure that supports students' ability to engage in productive learning activities (Belyaeva & Belyaeva, 2019; Chou, Grawey, & Paige, 2023).

Supporting the proposed hypothesis, the quality of work life influences psychological well-being. These findings are consistent with the Job Demands-Resources (JD-R) Model proposed by Bakker and Demerouti (2007), which explains that job resources such as trust, respect, learning, and contribution can enhance motivation and protect

individuals from the adverse effects of job demands. In the teaching context, these resources empower teachers to maintain their psychological well-being despite significant emotional, administrative, and instructional stress. This theoretical perspective underscores the importance of implementing structural interventions within the school system that focus on strengthening job resources as a means to enhance psychological well-being among teachers.

This is in line with a study of 784 teachers in 120 schools in Türkiye, which found that teachers with moderate levels of satisfaction with their school work life had relatively higher psychological well-being than teachers with low levels of satisfaction. This conclusion suggests that the quality of teachers' school work life has an impact on their psychological well-being (Ilgan, Ozu-Cengiz, Ata, & Akram, 2015). Furthermore, a study by Nuri and Özer (2023) found a statistically significant and positive association between the scores of special education teachers who took part in the research. Thus, as teachers' ratings on the overall quality of work life scale and its subspects increase, the psychological well-being scale scores also increase. A related study investigating the relationship between quality of work life and teachers' psychological well-being was conducted by Enad (2024). The study involved 200 public elementary school teachers in Panabo City Division, Philippines, and concluded that a significant correlation exists between quality of work life and teachers' psychological well-being. In addition, the results of the study showed a fairly high quality of work life and a high level of psychological well-being. A study by Mohammadi and Taheri (2017) concluded that there is a significant positive relationship between the quality of work life and psychological well-being of secondary school teachers in Ghale Ganj city, Iran. Thus, it can be said that an improvement in the quality of work life leads to higher psychological well-being. A qualitative study on the psychological well-being of teachers in one of the cities in Indonesia concluded that, of the six dimensions of psychological well-being, the dimension of positive relationships with others is in the best category. Through this study, it is known that the relationships between teachers, principals, and other school staff are well established (Izzati, Lestari, Suhartini, & Ramadhani, 2024). The results of this study are in line with research by Fatima, Akhtar, and Begum (2020). The study concluded that a positive relationship between teachers, principals, and school staff can increase teacher efficiency and collaboration, improve student learning outcomes, and enhance character development. Ultimately, this will result in a good teaching and learning atmosphere and improved student learning outcomes. Cheung, Chao, Lau, Leung, and Chui (2022) in their study concluded that school culture has a mediating effect on teachers' psychological well-being through their self-confidence. In other words, a positive school culture will improve teachers' quality of life and work, enhance their perceptions of themselves and their colleagues, and encourage teachers to develop positive attitudes both at home and at work. Looking at the results of previous studies and the findings of this study indicate that the quality of work life is important for teachers. This is because according to Singh and Singh (2015) teachers play an important role in providing education, developing knowledge, driving technological progress, and enriching the nation's culture. To achieve this goal, teachers must not only be committed and dedicated but also possess extraordinary skills and ideas. For this reason, the quality of teachers' work life must be improved. This is because it is increasingly important for teachers in higher education to adapt to a changing work environment.

6. CONCLUSIONS

In summary, this study demonstrates a significant impact of quality of work life on the psychological well-being of teachers. The findings indicate that quality of work life accounts for 55.4% of the variance in teachers' psychological well-being. By integrating the Job Demands-Resources (JD-R) Model, the research highlights the importance of job resources such as trust, respect, and learning opportunities in mitigating job demands and contribution in mitigating job demands and supporting teachers' mental health, particularly in challenging educational environments. Practically, these findings emphasize the need for education policymakers and school leaders to enhance quality of work life through initiatives like promoting autonomy, fostering collegial respect, providing continuous professional development, and recognizing teachers' efforts. Such strategies not only improve teacher well-being but also contribute to better educational quality and workforce sustainability. Adopting a JD-R approach in school policy

design is expected to lead to increased teacher engagement, reduced burnout, and improved student outcomes in the long term.

7. LIMITATIONS AND SUGGESTIONS

This study has several limitations; one of which is the research design used, namely quantitative. To deepen the results obtained, it is recommended that further research use qualitative methods by conducting observations and interviews. In addition, this research does not take into account contextual factors such as cultural and geographic differences that may influence teachers' perceptions of the quality of work life.

This study also has limitations in terms of sample size, which future research could address by expanding the number of participants and considering contextual factors. Additionally, a longitudinal approach would be beneficial to observe changes in the quality of work life and psychological well-being of teachers over time, particularly in response to shifts in educational policy or emerging social challenges.

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Transparency: The authors state that the manuscript is honest, truthful, and transparent, that no key aspects of the investigation have been omitted, and that any differences from the study as planned have been clarified. This study followed all writing ethics.

Competing Interests: The authors declare that they have no competing interests.

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