



## How Can We Improve Employee Well-Being in Teachers? The Importance of Individual and Job Resources

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### Abstract

According to one of the UN agencies, UNESCO, during the recent COVID-19 pandemic, more than sixty-three million teachers worldwide experienced technical and psychological problems due to changes in the learning process. This is not only because of the pandemic and monetary crisis in Indonesia but also because the increasing number of teachers' tasks and demands for professionalism can make teachers experience changes in the perceived condition of employee well-being. Several factors, including work stress, perceived organizational support and emotional regulation, psychologically influence the condition of teachers' employee well-being. Based on the existing model, perceived organizational support and emotional regulation can directly and indirectly influence teachers' employee well-being through work stress as a mediator. This research aims to prove the model above. The number of subjects in this research was 129 high school teachers from superior accredited Catholic schools in the province of East Java, Indonesia. The results of the data analysis show that the construct validity and reliability tests are met. Apart from that, perceived organizational support and emotional regulation can influence teachers' employee well-being both directly and indirectly through work stress as a mediator.

**Keywords** *Perceived Organizational Support, Emotional Regulation, Work Stress, Employee Well-Being, Teachers*

### INTRODUCTION

WHO (2018) states that the definition of health includes physical, mental, social and spiritual aspects. This emphasizes that health is a comprehensive holistic reference. Not only is it physically healthy, but it is also important to look at society's mental, social and spiritual conditions. The most common mental health problem in society is stress. Based on survey results from Gallup, it is known that as many as 44% (of 122,416) of workers in the world (from 160 countries) will experience work stress in 2022 (Rizaty, 2023). The number of stressors or anything that can cause a person to experience stress can occur in every aspect of life. One of them is at work. This will affect a person's welfare or well-being at work (Kim & Bee, 2023; Oliver et al., 2023).

According to Singh (2012), well-being is happiness or well-being in a person's life, which includes physical (material), psychological and social well-being. The existence of a high workload that affects employee well-being does not only happen to ordinary workers. However, it can happen to everyone at all levels and in any profession, including in the world of education, namely teachers. According to constitution no. 20 of 2003 concerning the National Education System, teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education through formal education, primary education and secondary education. According to one of the UN agencies, UNESCO, during the recent COVID-19 pandemic, more than sixty-three million teachers worldwide experienced

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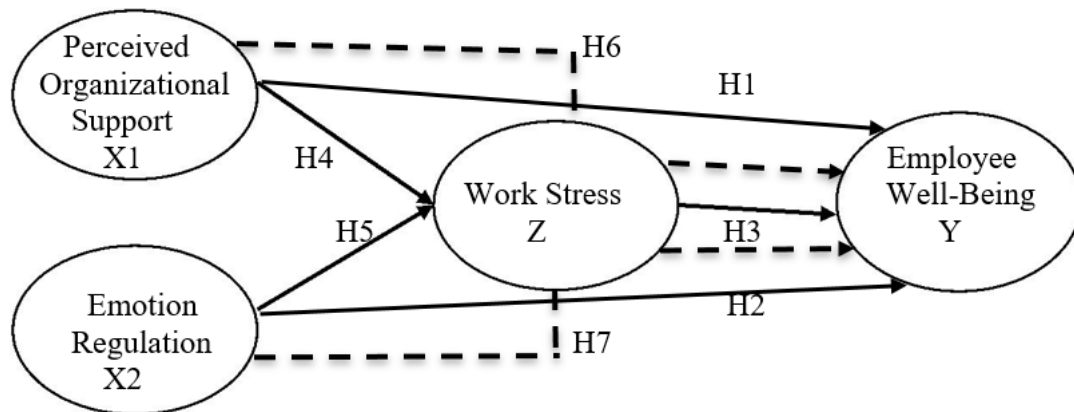
technical and psychological problems due to changes in the learning process ([Weken et al., 2020](#)). Not only because of the pandemic and monetary crisis, currently in Indonesia, the increasing number of teachers' tasks and demands for professionalism can cause teachers to experience a decline in employee well-being.

According to [Ryff \(1989\)](#), apart from stress, several factors influence a person's well-being, such as life satisfaction, self-esteem, and the individual's internal control ability. One of the abilities in an individual's internal control is the ability to regulate emotions. Research from [Zheng et al. \(2022\)](#) shows that teachers' emotional regulation abilities can influence their well-being in carrying out their work. [Gross and John \(2003\)](#) even stated that individuals with good emotional regulation are less likely to experience stress ([Kadović et al., 2022](#)). Apart from emotional regulation, research results from [Cheng et al. \(2022\)](#) show that perceived organizational support can influence employee well-being. Negative perceived organizational support can also cause individuals to experience work stress ([Canboy et al., 2021](#)). From the statements and research results of several figures above, it can be assumed that a teacher's perceived organizational support and emotional regulation can influence both directly and indirectly on teacher employee well-being, with work stress as a mediator. These things are the basis for researchers conducting this research.

## LITERATURE REVIEW

Job Demand Resource (JD-R) theory states that work stress is an individual's response to an imbalance between job demands and resources ([Bakker & Demerouti, 2017](#)). In this research, the job demands of a teacher can subjectively be felt as job stress, the intensity of which can be influenced by job and individual resources. Job resources are all things that can support the implementation of job tasks that come from outside the individual, such as organizational support. Meanwhile, personal resources are all things that can support the implementation of work tasks that originate from within the individual, such as the ability to regulate emotions. According to [Bakker and Demerouti \(2017\)](#), the JD-R model is only applied to several predictor variables in a particular job, which usually produces negative outcomes such as fatigue, stress, and decline in certain aspects of mental health. However, in its development, it turns out that based on existing research results, this model can be applied in various working conditions and can be used to predict positive outcomes such as employee well-being.

Based on the Job Demand Control Support Model theory ([Karasek & Theorell, 1990](#)), it is known that a lack of social support or organizational support can cause psychological problems. This model is an extension of the previous model, namely the job demand-control model. In this case, [Karasek and Theorell \(1990\)](#) emphasize the importance of organizational support in improving work performance and employee well-being, especially in reducing work pressure employees feel. According to this model, high work demands can cause work stress. Therefore, individuals need autonomy and control over their work, such as emotion regulation, so that work pressure or stress can be controlled and employee well-being can be improved ([Karasek & Theorell, 1990](#)). Based on the study above, the conceptual framework of this research model is presented in Figure 1 below.



**Figure 1.** Conceptual Framework

## RESEARCH METHOD

### Population and Sampling Techniques

The characteristics of the population in this study are teachers in accredited superior Catholic high schools in East Java Province, Indonesia. This population was studied because it is a mission school based on certain religious beliefs, so it places more emphasis on social services. The existence of superior accreditation at a school shows that teachers' work pressure to maintain the school's status is considered quite high. Based on these characteristics, the sampling technique used was purposive sampling. The total number of samples obtained was 129 subjects.

### Data Collection and Analysis

The data collection process was carried out using several measuring instruments. The perceived organizational support variable was measured using the 6-item Survey of Perceived Organizational Support (SPOS) from Eisenberger et al. (1986). The teacher's emotional regulation variable was measured using the 10-item Emotion Regulation Questionnaire (ERQ) from Gross and John (2003). The teacher job stress variable was measured using 13 items from the Job Stress Scale (JSS) from Parker and De Cottiis (1983). The employee well-being variable is measured using the 18-item Employee Well-Being Scale (EWBS) from Zheng et al. (2015). All scales were translated into Indonesian. After professional judgment was carried out, scales were translated back into English and compared with the original scales with professional judgment. The collected data was then analyzed with multivariate analysis using the smartPLS 4 program (Ringle, 2022). The statistical technique used is Structural Equation Modeling (SEM) because this technique can describe linear relationships between variables simultaneously (Hair et al., 2011). SEM calculations use the smart PLS program because the number of subjects is limited (less than 250 subjects) (Hair et al., 2011; Ringle, 2022). Data validity uses construct validity, which can be seen from the Average Variance Extracted (AVE) value, and discriminant validity, which can be seen from the Fornell Larcker value. Data reliability can be seen from composite reliability and Cronbach alpha values.

## FINDINGS AND DISCUSSION

### Findings

#### Construct Validity

The first result model is the Average Variance Extracted (AVE) value, which shows the magnitude of the indicator variance contained by the latent variable. Based on the test results, all

AVE values for each variable were  $> 0.5$ , so it could be concluded that all variables were declared to have passed the construct validity test.

**Table 1.** Average Variance extracted (AVE)

	Average Variance extracted (AVE)
Employee Well Being	0.630
Perceived Organizational Support	0.644
Emotional Regulation	0.649
Work Stress	0.677

#### *Discriminant Validity*

Discriminant validity can be measured using the Fornell Larcker value. Based on the test results, it was found that all Fornell Larcker (AVE Root) values for each variable were  $> 0.7$  and higher than when correlated with other variables, so it can be concluded that all variables were declared to have passed the discriminant validity test.

**Table 2.** Discriminant Validity Result

	Employee Well Being	Perceived Organizational Support	Emotional Regulation	Work Stress
Employee Well Being	<b>0.794</b>			
Perceived Organizational Support	0.438	<b>0.803</b>		
Emotional Regulation	0.352	0.162	<b>0.805</b>	
Work Stress	-0.520	-0.428	-0.356	<b>0.823</b>

#### *Reliability*

Construct reliability is measured by composite reliability and Cronbach Alpha values. Based on the test results, it was found that all Cronbach alpha and composite reliability values for each variable were  $> 0.700$ , so it could be concluded that all variables were declared to have passed the reliability test.

**Table 3.** The Result of the Reliability Test

	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)
Employee Well Being	0.965	0.968	0.968
Perceived Organizational Support	0.891	0.908	0.916
Emotional Regulation	0.940	0.943	0.949
Work Stress	0.960	0.963	0.964

#### *R Square ( $R^2$ )*

Based on the results of the R Square, work stress is 0.268, which means that the strength of the perceived organizational support and emotion regulation variables in influencing or explaining the work stress variable is 26.8%. Meanwhile, the R Square employee well-being result of 0.358 means that the strength of the perceived organizational support, emotion regulation and work

stress variables in influencing or explaining the employee well-being variable is 35.8%.

**Table 4.** R<sup>2</sup> Result

	R-square	R-square adjusted
Employee_Well Being	0.358	0.343
Work stress	0.268	0.256

*Q Square (Q<sup>2</sup>)*

Based on the results of Q Square, work stress and employee well-being are 0.176 and 0.218, where both values are greater than zero; this means that these two models have good predictive relevance. Apart from that, based on the Q Square value of work stress and employee well-being, which also shows > 0.15, the strength of the work stress and employee well-being models in this research is in the moderate category.

**Table 5.** Q<sup>2</sup> Result

	SSO	SSE	Q <sup>2</sup> (=1-SSE/SSO)
Employee_Well Being	2322.000	1815.894	0.218
Work Stress	1677.000	1381.980	0.176

*The Direct Influence Test Between Variables*

Hypothesis testing uses p-value and t-statistic values with an alpha of 5%. All t values are > 1.96, and all p values are < 0.05. Based on the results of the influence test below, it was found:

1. Perceived Organizational Support has a positive effect on Employee Well Being, significantly
2. Emotional Regulation has a positive effect on Employee Well Being significantly
3. Work Stress has a significant negative effect on Employee Well Being
4. Perceived Organizational Support has a significant negative effect on Work Stress
5. Emotion Regulation has a significant negative effect on Work Stress

**Table 6.** Hypothesis Testing

	Original sample (O)	T statistics ( O/STDEV )	P values
Perceived Organizational Support -> Employee Well Being	0.261	2.525	0.012
Perceived Organizational Support -> Work Stress	-0.380	3.993	0.000
Emotional Regulation -> Employee Well-Being	0.189	2.071	0.038
Emotional Regulation -> Work Stress	-0.295	2.901	0.004
Work Stress -> Employee Well-Being	-0.341	4.078	0.000

*Indirect Influence Test*

**Table 7.** The Result of Indirect Influence Test

	Original sample (O)	T statistics ( O/STDEV )	P values
Emotion Regulation -> Work Stress -> Employee Well Being	0.100	2.154	0.031
Perceived Organizational Support -> Work Stress ->	0.130	2.954	0.003

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Employee Well Being

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1. Perceived Organizational Support has a positive effect on Employee well-being through Work Stress significantly because the t-statistic value is 2.954 ( $> 1.96$ ) and the p-value is 0.003 ( $< 0.05$ ).
2. Emotion Regulation has a positive effect on Employee well-being through Work Stress significantly because the statistical t-value is 2.154 ( $> 1.96$ ) and the p-value is 0.031 ( $< 0.05$ ).

### Discussion

Based on the analysis results above, it is known that all the hypotheses in this research can be significantly accepted. The positive influence of perceived organizational support on teachers' employee well-being indicates that teachers really need school organizational support when they are carrying out their duties at school. This support from the school will make teachers feel more comfortable and prosperous when carrying out their duties at school. The positive influence of perceived organizational support on employee well-being in this research is also supported by research by [Cheng et al. \(2022\)](#), which proves that perceived organizational support can increase employee well-being in employees who work in construction companies. This shows that organizational support is important in improving employee welfare, and it applies not only to general or non-educational work areas but also to educational organizations.

In this research, it is also proven that teachers' ability to regulate emotions when facing various problems at school has a positive effect on the employee's perceived well-being. The better the teacher's ability to control emotions when facing work problems, the higher the intensity of psychological well-being they will have. This is also supported by research results from [Zheng et al. \(2022\)](#) that show that the ability to regulate emotions has a positive effect on occupational well-being in kindergarten principals. In this case, occupational well-being is workplace well-being, one of the dimensions of employee well-being ([Zheng et al., 2015](#)).

The teacher's ability to regulate emotions when facing work problems not only directly influences the teacher's employee well-being but also directly influences the level of work stress the teacher feels. The results of this research are supported by similar research conducted by [Kadović et al. \(2022\)](#), which concluded that the ability to regulate emotions could function as a controller for stress in health professionals. Apart from that, in this research, teachers' low work stress (due to their emotional regulation abilities) can directly cause an increase in teachers' employee well-being. The negative influence of work stress on teachers' employee well-being is supported by similar research by [Oliver et al. \(2023\)](#), who concluded that work stress has a negative influence on the psychological well-being of staff and police in the British Police Department. In this case, psychological well-being is one dimension of employee well-being ([Zheng et al., 2015](#)). Apart from being influenced by emotional regulation abilities, teacher work stress in this study was also proven to be influenced by perceived organizational support. The better the perceived organizational support, the lower the teacher's work stress. This is in accordance with previous research conducted by [Canboy et al. \(2021\)](#), which concluded that perceived organizational support had a negative effect on the stress experienced by workers in France.

This research emphasizes a two-variable model, namely employee well-being and work stress, which is influenced by two exogenous variables, namely perceived organizational support and emotional regulation. These variables can influence the level of well-being of high school teachers both directly and indirectly, with the work stress variable acting as a mediator. This model has never been studied before, especially with research subjects being high school teachers.

## CONCLUSIONS

Based on the results of this research and supported by the results of previous research, it can be concluded that perceived organizational support, emotional regulation and work stress of individual can directly influence their well-being condition. Apart from that, perceived organizational support and emotional regulation can also influence the level of employee work stress, indirectly influencing the employee's well-being condition. The strength of the perceived organizational support and emotional regulation variables in influencing the work stress variable is 26.8%. Meanwhile, the strength of the perceived organizational support, emotional regulation, and work stress variables that influence employee well-being is 35.8%. The work stress model and employee well-being model have good predictive relevance. The strength of the work stress and employee well-being models in this research are included in the moderate category.

## LIMITATION & FURTHER RESEARCH

Although all the hypotheses in this study were proven significant, this study also had limitations. The total sample size of 129 teachers is considered less than representative of the total number of teachers in all accredited superior Catholic schools in East Java. This is due to limited research time. The data collection process was carried out via Google Forms, which was distributed to all schools in the population for only two weeks. If given more time and reminders, the number of subjects will likely increase. The limited number of samples also causes limited validity tests, so Confirmatory Factor Analysis (CFA) testing cannot be carried out using the AMOS program. Apart from that, by observing the comparison between the influence of variables directly and indirectly, it is known that the strength of the role of the mediating variable is less prominent. In this study, work stress mediates and influences employee well-being due to the high cognitive workload felt by teachers. The results of this research will be very different if the work stress experienced by the subject originates from heavy physical pressure or the risk of work accidents, which can result in injury, disability or death, such as in construction workers or police (Cheng et al., 2022; Oliver et al., 2023). In this case, the role of external factors that influence employee well-being, such as organizational support and leadership style, is greater than the subject's internal factors, such as emotional regulation. All of these limitations also serve as suggestions for future research development.

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