



Job Stress and Organizational Resources as Predictors of Teachers Psychological Well-Being: A JD-R-Based Study in Semarang

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ABSTRACT

Teacher Psychological Well-Being (PWB) is increasingly recognized as vital to educational effectiveness, yet empirical studies in low and middle-income countries remain limited. This study investigates the predictors of PWB among senior high school teachers in Semarang, Indonesia, using the Job Demands–Resources (JD–R) model. A cross-sectional analytic design was employed, involving all 290 teachers from six public schools. Data were collected through validated questionnaires measuring job stress, organizational climate, career development, working conditions, and well-being, alongside demographic variables. Descriptive statistics, Spearman correlations, and multivariate logistic regression were used to analyze the data. Results showed that over half of the participants experienced high job stress, and 46.2% reported low psychological well-being. Regression analysis identified job stress as the strongest negative predictor (OR = 6.521), while favorable organizational climate (OR = 2.849), career development opportunities (OR = 2.492), and supportive working conditions (OR = 2.422) were significant positive predictors. Gender and education also influenced well-being, with female teachers and those with lower levels of educational reporting poorer outcomes. The model explained 42.1% of the variance in well-being and demonstrated high classification accuracy (78.6%). These findings emphasize the importance of addressing systemic and organizational factors rather than focusing solely on individual coping in promoting teacher well-being. The study validates the JD–R framework in an Indonesian context and offers evidence-based insights for educational reform. These results highlight actionable levers for schools and policymakers, including workload rationalization, strengthening supportive climates, and institutionalizing equitable professional development to improve teacher well-being. Longitudinal research is recommended to assess the long-term impact of targeted interventions.

INTRODUCTION

Teachers psychological well-being (PWB) has emerged as a pivotal concern in global education discourse, particularly in the context of rising occupational stress and the expanding complexity of teachers roles. Across school systems worldwide, teachers are not merely content transmitters, but are increasingly expected to serve as moral exemplars, emotional caregivers, and agents of social cohesion within classrooms. These evolving responsibilities are compounded by heightened performance metrics, curriculum demands, bureaucratic reporting, and socio-emotional labor, which collectively exert considerable psychological pressure on educators. Research has consistently shown that teacher well-being is inextricably linked to educational quality, student outcomes, and institutional sustainability.^{1,2} The erosion of well-being through chronic stress and burnout undermines pedagogical effectiveness, contributes to high attrition rates, and perpetuates systemic inequities in educational systems.

Teachers report higher levels of occupational stress than professionals in many other fields.^{3,4} These stressors include oversized class loads, inflexible instructional timelines, unclear performance expectations, and inadequate teaching resources. Moreover, the tension between work and family obligations, especially acute for female teachers, exacerbates emotional exhaustion and psychological strain.^{5,6} In developing countries, such as Indonesia, these stressors are compounded by broader structural challenges, including unequal distribution of educational resources, disparities between rural and urban schools, and rigid civil service hierarchies. As such, teacher stress in Indonesia cannot be viewed merely as an individual issue but as a manifestation of institutional and policy-level shortcomings.

In addition to theoretical considerations, the selection of Semarang City as the research location was based on contextual characteristics relevant to the dynamics of teacher work stress in Indonesia. As the capital of Central Java Province, Semarang has a heterogeneous education system, encompassing both public and private schools with relatively high levels of administrative demands, workloads, and performance pressures. Regional education reports and previous study findings indicate increasing work

demands for teachers in urban areas, including intensified administrative burdens, the implementation of rapidly changing education policies, and increasingly complex socio-emotional role demands, particularly post-pandemic. These conditions make Semarang a representative context for examining the interaction between work stress and organizational resources in predicting teacher psychological well-being, while also providing relevant empirical contributions to the development of education policy in urban Indonesia.

While international literature has extensively documented the consequences of teacher stress ranging, from depression and anxiety to diminished job satisfaction and professional detachment, empirical models that integrate structural, organizational, and individual determinants remain rare in the Indonesian context.^{7,8} Much of the research has been descriptive or correlational in nature, emphasizing personal coping strategies, such as cognitive-behavioral techniques or emotional regulation, while neglecting the institutional environment in which these individuals operate.⁹ This skew reflects a broader bias in psychological research that prioritizes individual resilience over systemic reform. However, evidence increasingly suggests that no amount of personal coping can sustainably offset chronic exposure to adverse organizational conditions such as opaque governance, inequitable career trajectories, or poor infrastructure.^{10,11}

In response to this lacuna, the Job Demands-Resources (JD-R) model has been proposed as a comprehensive theoretical framework capable of capturing both the negative and positive forces that shape occupational well-being. The JD-R model posits a dual-pathway structure: job demands such as workload, time pressure, and emotional labor act as stressors that deplete energy and impair health, while job resources, including supportive climate, career development, and adequate working conditions, enhance motivation, resilience, and engagement.¹² Numerous studies have validated this model across various professions and sociocultural contexts, demonstrating that an optimal balance between demand and resources yields better psychological outcomes.^{13,14} However, empirical applications of the JD-R model in Indonesia remain limited, particularly in education, where unique institutional constraints and sociocul-

tural expectations shape the lived realities of teachers.

Among the critical resource variables emphasized in the JD–R model, organizational climate holds substantial relevance in the Indonesian context. A school environment that promotes fairness, participatory decision-making, collegial solidarity, and transparent leadership has been shown to reduce stress and enhance emotional stability.^{6,15} Similarly, opportunities for career development through professional training, mentorship, and equitable promotion are vital for reinforcing teachers sense of identity, commitment, and purpose.^{16,17} Working conditions, including physical safety, workload balance, and resource availability, further mediate the link between institutional structures and psychological wellbeing. While these elements have been individually studied, there is a dearth of integrated analyses that evaluate their comparative and interactive effects on teacher-PWB in Indonesia.

Although there is growing interest in mindfulness training, stress management programs, and emotional regulation strategies for teachers, these individual-level interventions have limited utility if not accompanied by broader institutional reform. As researchers have noted, placing the burden of well-being solely on individuals can perpetuate the misconception that psychological distress stems from personal failure rather than from structural dysfunction.^{18,19} Consequently, contemporary scholarship advocates bifocal or dual-strategy models that combine internal coping mechanisms with external structural support. Despite this shift in theoretical understanding, most studies conducted in Indonesia remain narrowly focused and lack predictive models that quantify the relative influence of demands and resources on teacher outcomes.

This gap is particularly concerning, given Indonesia's unique policy and institutional landscape. Certification mandates, performance-based incentives, civil service structures, and regional disparities have exerted significant pressure on teachers. For instance, many educators experience uncertainty in career progression, a lack of mentorship, and limited autonomy, contributing to feelings of stagnation and emotional fatigue. Surveys have reported that

one-third of Indonesian teachers experience high distress levels, and up to 12% are at risk for clinical depression.³ However, these figures often originate from fragmented or anecdotal data rather than systematically validated frameworks. Without robust, context-sensitive models, policymakers risk implementing interventions that are either ineffective or misaligned with teachers actual needs of teachers.²⁰

Against this backdrop, the present study sought to construct a multivariate logistic regression model to predict psychological well-being among Indonesian teachers. It examines how job stress, organizational climate, career development, and working conditions shape well-being outcomes, while accounting for demographic moderators such as gender, age, marital status, education, and number of dependents. This predictive orientation marks a methodological departure from prior research by allowing for the estimation of odds ratios and risk probabilities. Such quantification facilitates policy prioritization by identifying the structural dimensions that exert the strongest influence on teacher well-being. By providing actionable, data-driven insights, this study contributes both theoretically and practically to the field of occupational mental health education.

The objectives of this study were threefold. First, it advances methodological rigor by shifting from descriptive to predictive analyses, thereby enabling the development of empirically grounded risk models. Second, it synthesizes organizational and demographic dimensions into an integrated analytical framework, addressing the fragmentation that has characterized much of the discourse. Third, it applies the JD–R model to the Indonesian education sector, thereby validating its cross-cultural relevance and expanding the empirical literature in a previously understudied context. Through this approach, the study not only informs academic theory, but also delivers clear, actionable recommendations for school leaders, policymakers, and mental health practitioners.

The psychological well-being of teachers in Indonesia is a multifaceted issue shaped by the intersection of occupational demands, organizational structures, and sociodemographic characteristics. By deploying the JD–R framework and leveraging multivariate analysis, this study

aimed to identify the key predictors of well-being and to clarify the mechanisms through which stress and support interact to shape psychological outcomes. This study fills a critical void in the current literature by moving beyond surface-level associations to develop a predictive, policy-relevant model that reflects the complex ecology of the Indonesian teaching profession.

Despite the growing body of work on teacher stress and well-being, two interrelated gaps remain salient in Indonesia. Conceptually, existing studies tend to foreground individual coping and psychological resilience, while the role of organizational resources such as school climate, structured career development, and supportive working conditions has rarely been theorized as an integrated system within a demand–resource framework. Methodologically, Indonesian research has largely relied on descriptive or bivariate correlational approaches, providing limited capacity to estimate adjusted risks or to identify the strongest predictors of teacher psychological well-being. This study addresses these gaps by applying the JD–R model in an urban Indonesian education setting and employing multivariate logistic regression to quantify the relative influence of key demands and resources on PWB.

Based on the JD–R model, the study hypothesized that higher job stress would be associated with lower teacher psychological well-being (H1), whereas a more favorable organizational climate (H2), stronger career development opportunities (H3), and more supportive working conditions (H4) would be associated with higher psychological well-being. Demographic factors (gender, age, marital status, education, and number of dependents) were included as covariates to account for potential differences in well-being across teacher subgroups.

MATERIAL AND METHOD

This is a quantitative analytical study with a cross-sectional design. The aim is to analyze the relationship and predictive power of job stress and organizational resources on teachers Psychological Well-Being (PWB). The cross-sectional design was chosen because it allows for the simultaneous description of the research variables and is commonly used in occupational health and educational psychology research to

identify risk and protective factors in professional populations.²¹ This approach is appropriate for estimating the magnitude of association between job demands/resources and well-being at a single time point, although it does not permit causal inference. This study conceptually refers to the Job Demands-Resources (JD-R) model, which explains the role of job demands can be a source of stress and job resources can serve as a protective factor for psychological well-being.¹²

The study was conducted in six public senior high schools/*Sekolah Menengah Atas (SMA)* in Semarang City, Central Java Province, selected to represent an urban educational context with varying job demands and organizational support. Data collection took place over a four weeks in early 2025. The study population consisted of all full-time teachers actively teaching at the six schools during the study period. The sampling technique used was total sampling, resulting in the inclusion of all 290 teachers who met the inclusion criteria, namely full-time teachers and active teaching, as respondents. This approach was chosen to minimize selection bias and increase data representativeness.²²

Data collection was conducted using a structured questionnaire distributed both offline and online. The work stress variable was measured using the stress subscale of the Depression, Anxiety, and Stress Scale (DASS-21), which has been widely used in occupational health research.⁹ The organizational climate variable was measured using items assessing collegial support, fairness, communication, leadership quality, and participatory governance.⁶ The career development variable included perceptions of training and promotion opportunities, while working conditions included the adequacy of facilities and infrastructure, workload, and work environment. Teacher psychological well-being was measured using a multidimensional scale reflecting emotional stability, resilience, job satisfaction, and work engagement.³ The composite score was categorized based on cutoff points used in previous research. All instruments were adapted from prior validated measures and were reviewed for content relevance by public health and educational psychology experts prior to field administration. Internal consistency reliability was assessed in the current sample using Cronbach's alpha for each

construct, and all scales met the minimum acceptable threshold for reliability ($\alpha \geq 0.70$).

Data analysis was conducted in stages, including descriptive and inferential analysis. Descriptive analysis was used to describe the characteristics of respondents and the distribution of the study variables. Relationships between variables were analyzed using the Spearman correlation test, which was selected due to the ordinal nature of several composite scores and non-normal distribution of the study variables, making a non-parametric approach more appropriate. Factors predicting teacher psychological well-being were analyzed using binary logistic regression with Odds Ratios (OR) and 95% Confidence Intervals (CI), because the outcome was categorized into low versus high PWB based on established cutoffs, and logistic regression allows estimation of adjusted risk (odds) while controlling for demographic covariates. Model fit was tested using the Hosmer–Lemeshow test and the Nagelkerke R^2 value. All statistical analyses were conducted at a significance level of 0.05 using IBM SPSS Statistics.²¹

To ensure measurement validity, the questionnaire items were adapted from established instruments and assessed for face and content validity through expert review. Where necessary, wording was contextualized to the Indonesian school environment while maintaining the original construct meaning. Reliability testing was performed using Cronbach's alpha coefficients for each scale in the present sample. Scales demonstrating $\alpha \geq 0.70$ were considered reliable and were retained for analysis.

This research was conducted through the stages of planning, instrument development and adaptation, data collection, data analysis, and reporting of results. The study has obtained ethical approval from the Health Research Ethics Committee of the Faculty of Public Health, Diponegoro University (Number: 116/EA/KEPK-FKM/2025). All respondents participated voluntarily, provided informed consent, and data confidentiality was guaranteed through the use of an anonymizer.

RESULTS

Participant Profile

A total of 290 teachers from six public senior high schools in Semarang, Indonesia partici-

pated in the study, yielding a 100% response rate from the intended population. Demographic distribution indicates a diverse workforce across age, gender, educational attainment, and employment status. The mean age of participants was 41.90 years ($SD = 10.47$), with a slightly higher proportion aged 40 years and above (53.4%), representing a blend of early career and seasoned educators.

The gender distribution revealed a female majority (57.2%), while male participants accounted for 42.8%. A significant proportion of participants were civil servants (85.2%), suggesting a stable and institutionally embedded professional cohort. The majority of respondents were married (90%), and 79% reported having at least one child. Notably, 87.6% of respondents were certified teachers, underscoring the professional qualifications across the sample (Table 1). These demographic indicators illustrate a teaching workforce that balances formal institutional roles with family responsibilities, which is likely to influence psychological well-being.

Descriptive Statistics of Key Variables

Job Stress

A total of 150 respondents (51.7%) reported high levels of job stress, as measured by the DASS-21 stress subscale. The mean stress score was 33.27 ($SD = 12.49$), with a minimum of 20 and a maximum of 88 (Table 1). Elevated stress levels were more common among younger teachers and those handling additional administrative burden. This pattern is consistent with evidence that administrative workload contributes to emotional fatigue.

Psychological Well-Being (PWB)

The mean PWB score was 164.72 ($SD = 19.76$), ranging from 110 to 206. Approximately 53.8% of the teachers ($n = 156$) reported high psychological well-being, while 46.2% ($n = 134$) were categorized as having low PWB (Table 1). Teachers with higher levels of education and fewer family dependents tend to report better well-being outcomes, suggesting that individual resources may buffer the effects of occupational stress.

Organizational Climate, Career Development, and Working Conditions

The organizational climate at the school was rated as good by 51.7% of respondents, while

48.3% of respondents considered the organizational climate to be less supportive. In terms of career development, 55.5% of respondents perceived career development opportunities as positive, while 44.5% of respondents considered these opportunities inadequate. Meanwhile,

54.8% of respondents stated that the working conditions they faced were adequate, but another 45.2% of respondents considered the available working conditions inadequate (Table 1).

Table 1. Demographic and Work-Related Characteristics of The Study Population (n = 290)

Variable	Mean ± SD	Median (Min-Max)	n (%)
Individual Characteristics			
Age (Years)	41.90 ± 10.47	40 (23-60)	
< 40 years			135 (46.6)
≥ 40 years			155 (53.4)
Tenure (Years)	13.93 ± 9.83	13.50 (0.08-36.0)	
> 2 years			243 (83.8)
≤ 2 years			47 (16.2)
Number of Children	1.62 ± 1.11	2 (0.0-5.0)	
Has Children			229 (79)
No Children			61 (21)
Number of Family Members	3.68 ± 1.37	4 (0.0-9.0)	
Has Family Members			285 (98.3)
No Family Members			5 (1.7)
Sex			
Male			124 (42.8)
Female			166 (57.2)
Employment Status			
Non-Civil Servant			43 (14.8)
Civil Servant			247 (85.2)
Marital Status			
Married			261 (90)
Unmarried			29 (10)
Certification Status			
Not Certified			36 (12.4)
Certified			254 (87.6)
Education			
Low			1 (0.3)
High			289 (99.7)
Work Stress (Score)	33.27 ± 12.49	30 (20-88)	
Stressed			150 (51.7)
Not Stressed			140 (48.3)
Psychological Well-Being (Score)	164.72 ± 19.76	166 (110-206)	
Low			134 (46.2)
High			156 (53.8)
Career Development (Score)	27.81 ± 3.66	28 (17-37)	
Poor			129 (44.5)
Good			161 (55.5)
Organizational Climate (Score)	102.09 ± 15.07	102 (55-120)	
Less Conducive			140 (48.3)
Conducive			150 (51.7)
Working Conditions (Score)	30.15 ± 8.45	31 (13-54)	
Poor			131 (45.2)
Good			159 (54.8)
Mental Workload (Score)	473.59 ± 123.34	470 (190-900)	
High			150 (51.7)
Low			140 (48.3)

Source: Primary Data, 2025

Bivariate Analysis

The results of the analysis using the Spearman correlation test showed a statistically significant relationship between all predictor variables and teacher psychological well-being. Job stress showed a strong negative correlation with psychological well-being ($\rho = -0.53$; $p < 0.001$), which confirms its role as a major factor that weakens teacher emotional health. In contrast, organizational climate was positively related to psychological well-being ($\rho = 0.41$; $p < 0.01$), followed by career development which showed a moderate positive correlation ($\rho = 0.37$; $p < 0.01$). Working conditions were also positively related to psychological well-being, although with a relatively lower correlation strength ($\rho = 0.34$; $p < 0.05$). This finding aligns with the Job Demands-Resources model, in which demands are associated with strain while resources are associated with improved well-being.

Multivariate Logistic Regression

To estimate the independent effect of each predictor variable, a binary logistic regression analysis was conducted with psychological well-being (high vs. low) as the dependent variable. The analysis showed that job stress was the most dominant negative predictor of teacher psychological well-being (OR = 6.521; 95% CI = 3.431–12.394; $p < 0.001$). Conversely, a conducive organizational climate significantly increased the odds of high psychological well-being by almost threefold (OR = 2.849; $p = 0.004$). Career development opportunities also significantly contributed to improved psychological well-being (OR = 2.492; $p = 0.006$), as did supportive working conditions, which were positively associated with teacher psychological well-being (OR = 2.422; $p = 0.014$) (Table 2).

In addition to organizational factors, several demographic characteristics also showed significant relationships. Gender statistically significantly impacted psychological well-being (OR = 2.359; $p = 0.012$), with female teachers tending to experience higher levels of emotional distress. Educational level also played a role in teacher psychological well-being (OR = 2.056; $p = 0.046$), with teachers with higher levels of education reporting better psychological well-being (Table 2).

These findings confirm that job stress is the strongest predictor of reduced psychological wellbeing. However, the positive influence of

organizational resources highlights the protective capacity of institutional environments.

Model Fit and Predictive Performance

The predictive power and feasibility of the logistic regression model were evaluated using several diagnostic tests. The Hosmer-Lemeshow test showed a non-significant value ($p = 0.627$), indicating that the model had a good level of goodness-of-fit. The Nagelkerke R^2 value of 0.421 indicated that the model was able to explain 42.1% of the variation in teacher psychological well-being. Furthermore, the logistic regression model demonstrated good classification ability, with an accuracy of 78.6%, a sensitivity of 81.2% in identifying high psychological well-being, and a specificity of 76.4% in identifying low psychological well-being. These performance indicators underscore the strong predictive validity of the model and support its application in policy and organizational decision making. The combination of explanatory power and classification accuracy enables targeted interventions aimed at enhancing teachers well-being.

The results affirm that psychological well-being among Indonesian teachers is shaped by a multifactorial system, in which organizational resources can either buffer or exacerbate the detrimental effects of job stress. Demographic variables, particularly gender and education, further moderate these dynamics, suggesting that policy solutions should be multi-layered and inclusive of institutional and individual characteristics.

Table 2. Logistic Regression Analysis of Predictors of Psychological Well-Being

Predictor	p-value	OR Value (95%CI)
Individual		
Gender	0.012	2.359 (1.208-4.607)
Age	0.829	1.095 (0.480-2.495)
Number of Children	0.172	0.556 (0.239-1.292)
Education	0.046	2.056 (1.012-4.178)
Married	0.385	1.315 (0.709-2.438)
Tenure	0.740	1.185 (0.435-3.229)
Employment Status	0.744	1.114 (0.538-2.128)
Work-Related		
Job Stress	0.000	6.521 (3.431-12.394)
Career Development	0.006	2.492 (1.302-4.768)
Organizational Climate	0.004	2.849 (1.397-5.808)
Working Conditions	0.014	2.422 (1.196-4.904)

Source: Primary Data, 2025

DISCUSSION

The findings of this study provide compelling evidence that Psychological Well-Being (PWB) of Indonesian high school teachers is fundamentally shaped by the interaction between occupational demands and organizational resources. Among all the examined predictors, job stress emerged as the most potent negative factor, significantly reducing the likelihood of high well-being. In contrast, organizational climate, career development opportunities, and working conditions served as robust positive predictors, substantially enhancing emotional resilience and engagement. These results reinforce the central propositions of the Job Demands–Resources (JD–R) model and underline the multifactorial nature of teacher well-being.^{12,13}

The magnitude of the relationship between job stress and psychological well-being was particularly striking. Teachers experiencing high stress levels were more than six times more likely to report low well-being than their less-stressed counterparts. This finding is consistent with a large body of literature documenting the corrosive effects of sustained occupational stress on emotional health, cognitive functioning, and professional efficacy.^{7,9} In the Indonesian context, bureaucratic overload, high student-teacher ratios, and administrative inefficiencies represent chronic stressors that not only erode morale, but also contribute to depersonalization and burnout. These systemic burdens have become normalized in the profession; however, this study's evidence suggests that they must be re-evaluated as urgent health risks with tangible psychological consequences.

Equally important are the buffering effects of organizational resources, which significantly increase the odds of psychological wellbeing. A supportive organizational climate, defined by collegiality, fairness, transparent communication, and participatory governance, proved to be one of the strongest protective factors. This aligns with international studies indicating that a positive school environment fosters emotional stability, reduces role conflict, and enhances job satisfaction.^{6,15} In the Indonesian setting, where hierarchical management styles often dominate, introducing participatory leadership may be a critical reform pathway to mitigate top-down stressors and promote teachers agency.

Thus, career development has emerged as a key determinant. Access to professional advancement, fair promotion procedures, and continuous training opportunities were associated with improved well-being. This result echoes global findings suggesting that teachers who perceive a viable growth trajectory exhibit stronger commitment, higher motivation, and greater psychological resilience.^{16,17} Conversely, stagnant career paths and opaque criteria for promotion contribute to frustration, disengagement, and eventually, attrition. These dynamics are particularly relevant in Indonesia's rigid civil service system, in which career mobility is often slow and politically mediated. Interventions targeting transparent appraisal systems and equitable access to training may thus provide immediate and far-reaching mental health benefits.

Furthermore, working conditions, including the adequacy of teaching resources, physical infrastructure, workload balance, and classroom safety, have been shown to significantly influence well-being. Poor working environments cause compound stress and undermine teachers ability to effectively perform their duties effectively.^{23,24} While infrastructure investment is often viewed as secondary to pedagogical reform, this study suggests otherwise: material conditions are directly implicated in educators' psychological state. Improvements in classroom ergonomics, instructional technology, and workload rationalization are, therefore, not merely logistical upgrades but strategic mental health interventions.

The demographic variables included in this analysis provided additional information. Gender was significantly associated with PWB, and female teachers were more likely to experience reduced well-being. This may be attributed to the disproportionate emotional labor and role conflict faced by women, who often juggle professional responsibilities with domestic and caregiving obligations.⁵ Education level was also a significant predictor, with highly educated teachers reporting better well-being, likely due to increased access to coping strategies, professional networks, and institutional recognition. These findings affirm the necessity of an intersectional analysis in occupational health research, recognizing that vulnerability to stress is not evenly distributed across the workforce.

The implications of these findings are substantial for both theory and practice. Theoretically, this study affirms the applicability of the JD-R model in the Southeast Asian context and adds empirical weight to its cross-cultural validity. The results also support the dual-pathway logic of the JD-R framework: while demands such as stress deplete psychological energy, resources such as climate and development enhance it. This pattern is consistent with the JD-R health impairment process, whereby sustained job demands contribute to strain and reduced well-being, and with the motivational process, whereby job resources foster engagement and positive psychological functioning. Importantly, the presence of resources does not merely neutralize demands, but actively promotes positive well-being outcomes, suggesting an asymmetrical but complementary interaction between these variables.^{25,26}

Practically, the findings advocate multilevel interventions. At the institutional level, schools should prioritize the creation of supportive climates through participatory leadership, collegial decision-making, and transparent communication channels. Administrative restructuring to reduce redundant tasks and to clarify job roles can substantially alleviate unnecessary stress. At the policy level, educational ministries should invest in career pathways that are merit-based, inclusive, and reflective of teachers long-term aspirations. Infrastructure upgrades and resource provisioning should be embedded in national education strategies as core indicators of teacher support, rather than peripheral goals.

This study's predictive approach offers methodological advancements. By employing multivariate logistic regression, the research not only identifies significant predictors but also quantifies their relative importance through odds ratios. This provides decision-makers with actionable data to prioritize interventions based on empirical weight rather than ideological preferences or institutional convenience. For example, given the overwhelming impact of job stress on well-being, efforts to redesign workload structures should be prioritized over less impactful reforms.

Despite its contributions, this study had several limitations. Its cross-sectional design precludes causal inference, and reliance on self-re-

ported data introduces the possibility of response biases, such as social desirability or underreporting. The urban focus of the sample limits its generalizability to rural contexts, where challenges may differ markedly. Nonetheless, these limitations were partially offset by the study's large sample size, rigorous diagnostics, and theoretical integration.

Longitudinal studies are needed to track changes in well-being over time and assess the long-term effectiveness of organizational reforms. Experimental or quasi-experimental designs can be used to evaluate the impact of specific interventions, such as mentorship programs or workload redistribution. Qualitative methods, including interviews and focus groups, could further enrich the understanding of how teachers perceive and enact the organizational climate. Moreover, future research should explore intersectional variables, such as ethnicity, socioeconomic status, and family structure, to deepen the analysis of demographic moderators.

This study provides robust empirical support for the view that teacher well-being in Indonesia is not solely a matter of individual coping, but is shaped by the structural and organizational ecology in which educators operate. By demonstrating the predictive power of job stress, organizational climate, career development, and working conditions, this study validates a comprehensive framework that integrates individual and institutional dimensions. These insights are timely and necessary in a global context, where teacher burnout threatens the viability of educational systems. A systemic, data-informed approach to promote psychological well-being among teachers is no longer optional.

In line with contemporary occupational health theory, the present findings can also be interpreted through the lens of burnout and strain frameworks, where prolonged exposure to high demands contributes to emotional exhaustion and psychological withdrawal, thereby undermining well-being. Within the JD-R formulation, stress-related strain represents the proximal mechanism linking demands to adverse outcomes, while organizational resources operate as protective mechanisms that sustain motivation and positive functioning. This theoretical integration strengthens the interpretation that interventions targeting both demand reduction

and resource enhancement are essential for meaningful well-being improvement among teachers.

CONCLUSION AND RECOMMENDATION

This study confirms that the psychological well-being of Indonesian high school teachers is primarily determined by the interplay between occupational demands and organizational resources. Among all the predictors, job stress exerted the strongest negative influence, significantly increasing the risk of poor well-being. Conversely, a favorable organizational climate, accessible career development pathways, and adequate working conditions serve as powerful protective factors that enhance emotional resilience and professional engagement. The analysis also revealed that demographic characteristics, particularly gender and educational attainment, moderated these relationships, with female teachers and those with lower educational levels being more vulnerable to emotional distress. By applying the Job Demands–Resources (JD–R) framework within an Indonesian educational context, this study affirms its cross-cultural validity and expands its empirical scope. Furthermore, the use of multivariate logistic regression enhances methodological rigor by quantifying the relative strength of each predictor, thus offering actionable insights into targeted interventions.

The findings suggest that structural reforms, such as reducing administrative burdens, improving school climates, and institutionalizing fair promotion systems, are central to sustaining teacher well-being. This study contributes significantly to the academic discourse on occupational health and offers evidence-based guidance for policymakers, educational leaders, and mental health advocates. Future research should pursue longitudinal and intervention-based designs to confirm causal relationships and evaluate the long-term impacts of institutional reforms. In practical terms, schools and education authorities should prioritize workload rationalization, participatory leadership, transparent appraisal and promotion mechanisms, and resource investments that directly improve teachers' daily working conditions, particularly for vulnerable subgroups such as female teachers and those with lower educational attainment. In doing so, the education sector can move toward

a more equitable and supportive ecosystem where teacher well-being is both protected and prioritized.

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AUTHOR CONTRIBUTIONS

YS was involved in conceptualizing the research framework, supervising data collection, and writing and final revising the manuscript. IW was responsible for designing the research methodology, coordinating the ethics approval process, and contributing to data interpretation. E was involved in statistical analysis and developing data visualizations and tables. DLS was involved in developing the research instruments, coordinating fieldwork, and drafting the literature review. RSA contributed to data cleaning, reference management, and provided critical input on the discussion and conclusion sections. All authors have read and approved the final version of the manuscript and are accountable for all aspects of this research. YS = Yuliani Setyaningsih; IW = Ida Wahyuni; E = Ekawati; DLS = Dina Lusiana Setyowati; RSA = Risa Septi Astutik.

CONFLICTS OF INTEREST

The authors declare no conflicts of interest.

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