

The Role of Work Passion and Work Engagement in Improving Teacher Well-Being in High School

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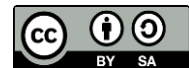
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Abstract

Teacher well-being has become the focus of contemporary educational research in response to the increasing phenomenon of work stress, burnout, and psychological pressure on educators. Previous studies have indicated that teachers are significantly more susceptible to emotional exhaustion and decreased job satisfaction than other professions, which have implications for the quality of learning and student academic achievement. This study aims to analyze the effect of work passion and work engagement on teacher well-being in high school teachers in Pringsewu Regency. This study uses a quantitative approach with a survey method on 255 ASN teachers from seven state high schools in Pringsewu Regency, Lampung. Data collection was conducted from February to March 2025 using three instruments: The Work Passion Scale, Work Engagement Scale, and Teacher Well-Being Scale. The sampling technique used is purposive sampling. Data analysis uses multiple linear regression to test the effect of independent variables on the dependent variable. The results of the study indicate that work passion and work engagement simultaneously have a significant effect on teacher well-being. Based on these findings, it is recommended that educational institutions develop programs that promote harmonious passion and work engagement, as well as facilitate a work environment that supports a healthy work-life balance to improve teacher well-being.

Keywords: High School, Work Passion, Work Engagement



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INTRODUCTION

The term *unsung heroes* is deeply embedded in the teaching profession in Indonesia. This term bears witness to the strong sentiment of appreciation held by society and the government. Supported by empirical studies, teachers play a critical role in student learning and achievement, and the indelible impact of teachers on students' cognitive maturation and scholastic success is recognized across multiple domains (OECD, 2015; Aldrup et al., 2018). Teaching is a notoriously stressful job (American Federation of Teachers, 2017). In general, teachers are dissatisfied with their work, struggle to feel effective at work, experience high levels of stress and burnout, and report higher levels of depressive symptoms than adults in general (Collie et al., 2015; Hascher & Waber, 2021; Steiner & Woo, 2021). According to several studies, high work stress in teachers can have a negative impact on performance, productivity, job satisfaction, and burnout (Zhao et al., 2022), and low work performance (Imam et al., 2019).

According to a survey conducted by the RAND Corporation in 2024 on teacher well-being in the United States, it showed that teachers and principals were twice as likely to experience stress compared to other professions. The survey also found that 59% of teachers and 48% of principals experienced burnout, a chronic stress condition in which teachers feel physically, mentally, and emotionally exhausted by responsibilities. Furthermore, 28% of teachers stated that teachers experienced depression (accessed on November 27, 2024 on the page https://www.rand.org/pubs/research_reports/RRA1108-12.html). Research conducted by Adriani (2021) shows a correlation between burnout and teacher well-being, the higher the well-being, the lower the burnout.

Teacher well-being According to Collie et al. (2015), teacher well-being is a positive evaluation of health in the workplace. Teacher well-being can also refer to teachers' reactions to the social and emotional aspects of the teaching profession (Viac et al., 2020). High teacher well-being can increase job satisfaction, reduce stress, and reduce burnout levels in teachers, thus having a direct impact on teacher teaching performance (McGonagle et al., 2021; Lam et al., 2019; Howard & Johnson, 2022; Slater et al., 2020). Teachers who feel well-being tend to be more engaged in their work, more motivated, and better able to overcome challenges in carrying out their profession (Akar et al., 2021; Rodríguez-González et al., 2021; de Lange et al., 2022; Allen et al., 2023).

Based on the phenomena and results of previous studies, researchers are interested in exploring more deeply regarding teacher well-being in high school teachers. Researchers conducted pre-survey data collection through Focus Group Discussion (FGD) activities with 8 different subject teachers at SMA Negeri 1 Gadingrejo in October 2024. FGD participants consistently highlighted the high workload. Teachers feel burdened with administrative tasks outside of teaching, so teachers lack time to create quality teaching materials. This has an impact on their personal lives, at home some teachers still continue work that must be completed immediately.

Meanwhile, other results show that teachers have a high interest in professional development, but have several challenges, such as sudden information delivery, conflicting schedules with teaching activities, or lack of focus when participating in activities because they have to continue doing administrative work, so that the results are not optimal. The problem of

fatigue was also one of the results of the discussion in the FGD, teachers felt exhausted and had difficulty finding time to rest even on holidays. In addition to physical fatigue, teachers also felt mentally exhausted, the burden of work and tasks given became a pressure on teachers.

The importance of teacher well-being has been widely recognized, as teaching is considered a very stressful job (Liu et al., 2022). Therefore, teacher well-being is very important to pay attention to because it can hinder or enhance teachers' ability to teach students effectively (Alhebaishi, 2019). Teacher well-being has been proven affect teachers' mental and physical health, work engagement, and intentions to leave school or even the profession altogether (Claeys, 2011; Keller et al., 2014; O'Reilly, 2014). Furthermore, teacher well-being influences choices regarding effective teaching styles and behaviors, as well as the transmission of positive emotions, enthusiasm, and motivation in the classroom (Buonomo et al., 2019; Burić & Frenzel, 2020; Keller, Chang et al., 2014; Kunter et al., 2013; Moè et al., 2010).

One of the variables that influences well-being is work passion (Curran et al., 2015). Research by Blanchard and Vallerand (2019) shows that work passion is positively related to job satisfaction and quality of work life of teachers. Similar findings were found in a study by Reilly et al. (2021), which emphasized that teachers with high levels of work passion tend to have better emotional well-being and experience less burnout. Furthermore, the results of the study showed various aspects of teacher well-being, including teacher stress, job satisfaction, job engagement, self-efficacy, school structure, teacher work environment, and organizational happiness (Bandura, 2000; Brady and Wilson, 2020; Day and Hong, 2016; Zhu et al., 2011). Research by Schaufeli et al. (2020) showed that teachers who were more engaged in their work tended to be more satisfied with their work, experienced lower burnout, and were better able to adapt to changes in the educational environment. Similar findings were found by Zeng et al. (2021), who found that there was a significant relationship between work engagement and teacher well-being in several European countries.

This study provides something new for teachers to pay more attention to teacher well-being so that the problems that the author has explained at the beginning can be resolved properly, and even teachers can improve work passion and work engagement much more. In addition, the discussion of work passion, work engagement, and teacher well-being especially for teachers is a very important discussion, but domestic literature on these variables, especially for teachers, is still minimal to date and there has been no research that shows with certainty whether the orientation of work passion and work engagement goals can significantly affect teacher well-being in teachers.

RESEARCH METHOD

Research Design

The research design used in this study is by using quantitative methods. This study was conducted by examining the relationship between three variables, namely work passion and work engagement as independent variables and teacher well being as the dependent variable. The type of research in this study is a correlational research type.

Research Target/Subject

The sampling method used by the researcher himself is in the form of a technique purposive sampling. The population of this study were teachers at state senior high schools in Pringsewu Regency, for the research sample, namely 255 ASN teachers at state senior high schools in Pringsewu Regency.

Research Procedure

The data collection process utilized a Likert scale with four answer choices, namely Very Appropriate (SS), Appropriate (S), Not Appropriate (TS), Very Not Appropriate (STS), and the scale was distributed using hard copies distributed through each platoon leader.

Instruments, and Data Collection Techniques

Teacher well-being is measured by adapting a measuring instrument called the Teacher well-being Scale (TWBS) developed by Collie (2014). This scale is based on three factors, namely workload well-being, organizational well-being, and student interaction well-being. The items in the Teacher well-being Scale (TWBS) consist of 16 items using seven alternative answers (likert). Work passion data collection was conducted using The Work Passion Scale compiled by Vallerant (2003). This scale was created based on the dualistic model of Vallerand & Houlfort, 2003, namely harmonious passion and obsessive passion. The items in the Work passion Scale consist of 12 items using five alternative answers (likert). Scoring moves from 1 to 7. The adaptation carried out was by translating the items into Indonesian, adjusting the items to the research subjects, and changing the scoring to 1 to 5. The scale compiled by Vallerand (2003) has a reliability coefficient of 0.79 to 0.89. The work engagement instrument consists of 17 question items that refer to aspects of Schaufeli et al.'s (2002) theory regarding vigor, dedication, and absorption. The scale compiled by Schaufeli et al. (2002) has a reliability coefficient of 0.72.

Data Analysis Technique

The data analysis methods applied in this study are descriptive analysis and multiple linear regression analysis. Before conducting the multiple linear regression analysis test, a prerequisite test is carried out first, which includes a normality test, a linearity test, a multicollinearity test and a heteroscedasticity test.

RESULTS

Table 1. Respondent demographics

| Data | Amount | % |
|--------------------------|---------------|----------|
| Gender | | |
| Woman | 142 | 55.6 |
| Man | 113 | 44.4 |
| Age | | |
| 25 -30 | 54 | 21.1 |
| 31 - 35 | 46 | 18 |
| 36 - 40 | 69 | 27 |
| > 41 | 86 | 33.7 |
| Origin of Agency | | |
| State Senior High School | 33 | 12.8 |
| 1 Gading Rejo | | |

| | |
|-----------------------------|------|
| State Senior High School 28 | 10.8 |
| 2 Gading Rejo | |
| State Senior High School 34 | 13.4 |
| 1 Pringsewu | |
| State Senior High School 40 | 15.8 |
| 2 Pringsewu | |
| Pagelaran 1 State High 48 | 18.9 |
| School | |
| State Senior High School 37 | 14.6 |
| 1 Ambarawa | |
| State Senior High School 35 | 13.7 |
| 1 Adiluwih | |
| Length of Service | |
| 3-7 Years 87 | 34.1 |
| 8-12 Years 82 | 32.1 |
| 13-17 Years 19 | 7.4 |
| >18 Years 67 | 26.3 |

The respondents in this study consisted of 255 people, with the majority being women (55.6%) and aged over 41 years (33.7%). They came from seven schools, with the highest participation from SMAN 1 Pagelaran (18.9%). Based on years of experience, the majority had 3–7 years of experience (34.1%), followed by the 8–12 years group (32.1%). This data indicates a dominance of female teachers with moderate to senior experience, distributed evenly across various schools. Furthermore Table 2 categorizes the variables.

Table 2. Variable Categorization

| Work Passion | | | |
|---------------------------|-----------------------|------------------|-------------------|
| Category | Score Interval | Frequency | Percentage |
| Very Low | X < 36 | 1 | 0.3% |
| Low | 37-44 | 10 | 3.9% |
| Currently | 45-52 | 28 | 10.9% |
| Tall | 52-60 | 90 | 35.2% |
| Very high | >61 | 126 | 49.4% |
| Work Engagement | | | |
| Very Low | <34 | - | 0.00% |
| Low | 35-45 | 3 | 1.18% |
| Currently | 46-56 | 27 | 10.59% |
| Tall | 57-68 | 112 | 43.92% |
| Very high | >69 | 113 | 44.31% |
| Teacher Well Being | | | |
| Very Low | <72 | - | 0.00% |
| Low | 73-88 | 1 | 0.3% |
| Currently | 89-104 | 11 | 4.3% |
| Tall | 105-120 | 25 | 9.8% |

| | | | |
|-----------|------|-----|-------|
| Very high | >121 | 218 | 85.4% |
|-----------|------|-----|-------|

Most respondents had very high work passion, with 126 people (49.4%) falling into this category, followed by 90 people (35.2%) in the high category. Only a small proportion were in the moderate (10.9%), low (3.9%), and very low (0.3%) categories. Regarding the Work Engagement variable, the majority of respondents were in the very high category (113 people, 44.31%) and high category (112 people, 43.92%). The remainder were in the moderate (10.59%) and low (1.18%) categories, with no respondents in the very low category. Meanwhile, for Teacher Well-Being, the majority of respondents had a very high level of work well-being, totaling 218 people (85.4%). The high category was filled by 25 people (9.8%), moderate by 11 people (4.3%), and low by only 1 person (0.3%), with no respondents in the very low category.

Based on the Shapiro Wilk test, the results of the normality test show a significant value of 0.001 ($p < 0.05$). Therefore, the significant value of the normality test results < 0.05 , it can be concluded that the distribution of the regression residual data is not normally distributed. According to the conventional approach, these four variables have non-normal data distribution, but the results of the normality test like this are actually reasonable for a large sample ($n = 255$), according to Azwar (2015) so that the results of this normality test can be accepted. De Vaus (2002) stated that this data normality problem usually appears in large studies that use data above 100 samples. Based on the results of the multicollinearity test of the work passion and teacher well-being variables, the tolerance value was obtained at 0.587 and the VIF score was 1.70. The tolerance value above 0.1 and the VIF below 10 indicate that there is no multicollinearity in both. Based on the Breusch-Pagan test, a statistical value of 16.5 with $p < 0.001$ was obtained. Since the p-value is less than 0.05, it can be concluded that there is an indication of heteroscedasticity in the regression model. This means that the residual variance is not constant, and the regression model may violate classical assumptions. Meanwhile, the Goldfeld-Quandt test yielded a statistic of 0.655 with $p = 0.991$, and the Harrison-McCabe test showed a statistic of 0.601 with $p = 0.990$. Both tests have p-values well above 0.05, thus failing to detect heteroscedasticity. Furthermore Table 3. Results of correlation test.

Table 3. Results of correlation test

| | Work Passion | Work Engagement |
|--------------------|-------------------|-------------------|
| Work Passion | | |
| Work Engagement | 0.665*** <.001 | |
| Teacher Well Being | -0.160* 0.011 | 0.354*** <.001 |

The results of the analysis show that Work Passion has a strong positive relationship with Work Engagement ($\rho = 0.665$, $p < 0.001$), and Work Engagement also has a positive relationship with Teacher Well-Being ($\rho = 0.354$, $p < 0.001$). However, Work Passion shows a weak negative correlation with Teacher Well-Being ($\rho = -0.160$, $p = 0.011$). This means that while work passion drives engagement, it does not always align with improvements in teacher well-being. Furthermore Table 4. Results of hypothesis test analysis

Table 4. Results of hypothesis test analysis

| Model | R | R ² | Adjusted R ² | F | df1 | df2 | p |
|-------|---|----------------|-------------------------|---|-----|-----|---|
|-------|---|----------------|-------------------------|---|-----|-----|---|

| | | | | | | | |
|---|--------------|--------------|--------------|--------------|----------|------------|-----------------|
| 1 | 0.447 | 0.200 | 0.197 | 63.3 | 1 | 253 | <.001 |
| 2 | 0.502 | 0.252 | 0.246 | 42.5 | 2 | 252 | <.001 |
| 3 | 0.799 | 0.639 | 0.634 | 147.8 | 3 | 251 | <.001 |

The regression analysis results show an increase in the predictive power from Model 1 to Model 3. In Model 1, an R value of 0.447 with $R^2 = 0.200$ was obtained, meaning that the independent variables can explain 20% of the variation in the dependent variable ($F = 63.3$, $p < 0.001$). Model 2 shows an increase in R to 0.502 and $R^2 = 0.252$, or approximately 25.2% of the variance can be explained by the two predictors ($F = 42.5$, $p < 0.001$). Meanwhile, Model 3 shows a significant increase with $R = 0.799$ and $R^2 = 0.639$, meaning that 63.9% of the variance can be explained by the three predictor variables ($F = 147.8$, $p < 0.001$). The adjusted R^2 value also increases consistently, indicating that adding predictor variables strengthens the model without causing overfitting.

DISCUSSION

Based on multiple regression analysis, it is known that the hypothesis in this study is accepted. Because the p value < 0.05 , it can be concluded that the regression model is accepted or work passion and work engagement together can influence teacher well-being of high school teachers in Pringsewu Regency. With the contribution between the variables of work passion and work engagement to teacher well-being and based on the results of the calculation of the coefficient of determination test, the Adjusted R Square value is 0.568 or 56.8%. This shows that work passion and work engagement both provide an effective contribution to teacher well-being of 56.8%, while the remaining 43.2% is predicted by other variables outside this study. so the hypothesis in this study is accepted, namely work passion and work engagement to teacher well-being in high school teachers in Pringsewu Regency have a significant effect. The results of the analysis of the influence of obsessive passion on teacher well-being, then obtained results with a significant value of $p < 0.001$ ($p < 0.05$), with a regression coefficient value of - 1.53.

The results show that obsessive passion has a negative and significant effect on teacher well-being, which means that the lower the obsessive passion, the lower the high teacher well-being in high school teachers in Pringsewu Regency. Research conducted by Curran et al. (2015) showed that obsessive passion results were negatively correlated with well-being. Obsessive passion characterized by the internalization of activities into one's identity in an excessive and unhealthy way, often accompanied by intrapersonal and interpersonal pressure to engage in the activity (Curran et al., 2015). The findings of their study were that teachers with obsessive passion were more susceptible to social pressure, negative evaluations, and tended to experience higher psychological conflict between work demands and personal life. Fernet et al. (2014) suggested that non-instructional job demands, such as administrative tasks, had a stronger moderating effect than instructional job demands (teaching). The results of this study are in accordance with the context of teachers in Indonesia who are faced with a very high administrative burden. According to the World Bank study report (World Bank, 2020) on teachers in Indonesia who spend.

The analysis of the influence of harmonious passion on teacher well-being was carried out, then the results obtained with a significant value of $p < 0.001$ ($p < 0.05$), with a regression

coefficient value of 1.55. The results of the study showed that harmonious passion had a positive and significant effect on teacher well-being, which means that the higher the harmonious passion, the higher the teacher well-being of high school teachers in Pringsewu Regency. Harmonious Passion develops when an activity becomes part of an individual's identity without any constraints or contingencies associated with it, and when the activity has been freely chosen as an activity that is very important to him (Deci et al., 2000; Sheldon, 2002; Vallerand et al., 2003). Previous research conducted by Lescroart et al., (2020) showed that harmonious work spirit contributes positively to life satisfaction, subjective happiness, sense of purpose, altruistic goals, and sense of purpose. Supported by research by Curran et al. (2015) which found that an example of harmonious passion is a teacher who loves and greatly appreciates teaching activities but can still be freely and enthusiastically involved in his work without creating conflict with other important areas of his life (eg relationships with family and friends).

In contrast to work passion, the results of the study show that work engagement has a positive and significant influence on teacher well-being. This finding is consistent with various previous studies that reveal a positive relationship between work engagement and teacher well-being. Bakker & Bal (2010) in their study found that teachers with high levels of engagement showed better levels of well-being, were more productive, and were better able to cope with stress in the work environment. This is reinforced by the research of Hakanen et al. (2019) which revealed that work engagement in teachers is positively correlated with job satisfaction, organizational commitment, and psychological well-being. Teachers who have high engagement tend to experience fewer depressive symptoms and have better levels of well-being. Schaufeli and Bakker's (2014) research found that work engagement is closely related to job resources that act as a buffer against job demands and contribute to employee well-being. In the context of teachers, work engagement characterized by vigor, Bakker and Bal's (2010) research shows that teachers with high vigor tend to apply more effective coping strategies when facing challenges in teaching, which contributes to better psychological well-being. The findings of Li et al.'s (2022) research also show that work engagement has a more consistent and positive impact on teacher well-being compared to work passion. This indicates that although passion is important in the teaching profession, well-managed engagement plays a greater role in maintaining teacher well-being on an ongoing basis.

The results of the descriptive analysis of the teacher well-being variable in this study were mostly in the moderate category, namely 163 teachers or 63.92% of the total respondents and 55 teachers or 21.57% in the high category. This finding is supported by research by McCallum et al. (2017) which shows that teacher well-being is usually at a moderate level due to factors that interact with each other and have the potential to suppress well-being (such as workload, administrative demands) and factors that support well-being (such as social support, meaning in work).

CONCLUSION

Work passion and work engagement together have a significant effect on teacher well-being in high school teachers in Pringsewu Regency. Harmonious passion has a significant effect on teacher well-being. This finding shows that the higher the teacher's harmonious

passion, the higher the level of teacher well-being. Obsessive passion has a significant negative effect on teacher well-being. This finding shows that the higher the teacher's obsessive passion, the lower the level of teacher well-being. Work engagement has a more dominant effect than work passion in predicting teacher well-being. This finding underlines the importance of focusing on increasing teacher work engagement rather than just cultivating passion without direction. This study has limitations, including the following: The results of this study cannot be generalized in general and can only be applied to high school teachers in Pringsewu Regency or with almost the same characteristics and data collection methods. Through online research questionnaires via Google Form is also a limitation in this study. So when there is a statement that is not clear to respondents, they will likely only answer the questionnaire carelessly and in a hurry.

AUTHOR CONTRIBUTIONS

Author 1: Conceptualization; Project administration; Writing - review and editing; Methodology; Writing - original draft; Investigation; Formal analysis

Author 2: Conceptualization; Data curation; Validation; Supervision; Writing - original draft.

CONFLICTS OF INTEREST

The authors declare no conflict of interest.

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