

Examining the impact of psychological well-being and work engagement on teacher productivity

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ABSTRACT

Teacher productivity is a crucial factor in determining the quality of learning and educational success; however, it still faces various challenges such as low work engagement and suboptimal psychological conditions. Therefore, this study aims to analyze the effect of psychological well-being and work engagement on teacher productivity at Sultan Agung Private Junior High School in Pematangsiantar. This study employed a quantitative approach with an explanatory research design. The population as well as the sample consisted of all 31 teachers, using a total sampling technique. Data were collected through a Likert-scale questionnaire and analyzed using validity, reliability, and normality tests, as well as multiple linear regression, coefficient of determination, t-test, and F-test. The results indicate that psychological well-being and work engagement simultaneously have a positive and significant effect on teacher productivity. Partially, both psychological well-being and work engagement also show a positive and significant effect, with work engagement being the more dominant variable. In conclusion, improving teacher productivity is influenced not only by positive psychological conditions but also by a high level of work engagement. The implication of this study suggests that schools should implement policies that foster psychological well-being and enhance teacher engagement through motivation, effective communication, and organizational support to achieve optimal performance.

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1. Introduction

In the era of globalization, improving the quality of human resources, particularly teachers, has become a critical factor in the success of education. Teachers play a strategic role in influencing student learning outcomes and the overall effectiveness of the learning environment (Zuhri, 2021); (Nasution, S.M., Paulus, K., & Iskarina, 2023). The development of teacher quality can be achieved through the formulation of clear institutional vision and mission, the internalization of educational values, and the enhancement of discipline and professionalism (Zuhri, 2021). Furthermore, teachers are required to develop multidimensional competencies that are adaptive to global changes and to apply effective instructional strategies (Amin, 2017); (Nasution, S.M., Paulus, K., & Iskarina, 2023). However, several challenges remain, including the mismatch between competencies and professional roles, as well as suboptimal teacher leadership in the learning process, which necessitates continuous efforts to improve the overall quality of education (Nasution, S.M., Paulus, K., & Iskarina, 2023); (Amriatul, 2024).

Teacher productivity is a crucial indicator of educational effectiveness, as it directly influences the quality of instruction, student learning outcomes, and institutional competitiveness. This productivity encompasses various aspects, including lesson planning, instructional implementation, assessment processes,

and professional development, all of which collectively contribute to improving educational quality. Performance evaluation plays a significant role in identifying teachers' strengths and weaknesses, thereby fostering professional growth and enhancing the quality of teaching (Putri, E.J., 2024). Furthermore, the implementation of effective performance management systems has been shown to improve teacher performance and motivation while creating a more competitive educational environment (Mesiono & Harahap, 2024). Therefore, continuous improvement and evaluation are essential in optimizing teacher productivity and overall educational quality (Abdiyeva, Zh., Ortaev, B.T., & Isaev, 2024); (Usman & Naim, 2025).

Teacher productivity is influenced by various internal and external factors, including motivation, job satisfaction, work environment, psychological well-being, and work engagement. Psychological well-being has been shown to positively affect teacher performance, mediated by job satisfaction and professional commitment, while also being influenced by organizational support and workload (Kamal, 2025). In addition, intrinsic factors such as job satisfaction and commitment have a stronger impact on enhancing teacher motivation compared to extrinsic factors (Sabhazi, 2024). Both intrinsic and extrinsic motivation are positively correlated with job performance, highlighting the importance of creating a supportive work environment within educational institutions (Ahad, 2025). Furthermore, self-efficacy and job satisfaction are key components in strengthening motivation, commitment, and teacher productivity (Rothinam, N. & Vengasalem, 2024). Therefore, a holistic approach is required to effectively improve teacher performance and productivity (Al- Syauqi, A., Harahap, M.H., & Sari, 2025).

Psychological well-being is a crucial factor in enhancing teacher productivity, as it directly influences their professional performance. Teachers with higher levels of psychological well-being tend to demonstrate more optimal capabilities in designing, implementing, and evaluating instructional processes, as well as being more actively engaged in professional development and interpersonal relationships (Kamal, 2025). This relationship is indirectly influenced by professional commitment, job satisfaction, and motivation, and is further affected by organizational support and workload (Kamal, 2025). In addition, intrinsic motivation plays a significant role in enhancing psychological well-being, while external pressures may diminish it (Tikhomirova, M.A., Bordovskaia, N.V., & Koshkina, 2022). Resilience also contributes positively to psychological well-being, enabling teachers to better adapt to job demands (Belinda, N.B., Efendy, M., & Rista, 2024). Therefore, efforts to improve psychological well-being through supportive policies and practices are essential to enhance teacher effectiveness and overall educational quality (Collie, 2021).

Work engagement plays a significant role in enhancing teacher productivity, as reflected in teachers' vigor, dedication, and absorption in their work, which ultimately leads to improved performance. Empirical evidence indicates a significant relationship between work engagement and teacher performance (Mulyani, H. & Kartadiharja, 2023). Factors such as workplace spirituality and psychological capital have been found to positively influence work engagement, while a supportive work environment with adequate resources also plays a crucial role (Astisya, I.R. & Hadi, 2021); (Wu, 2025). In addition, teachers' psychological resilience contributes to strengthening work engagement and their ability to cope with job-related pressures (Kamila, N.K. & Widawati, 2025). Therefore, enhancing work engagement is a key strategy for optimizing teacher performance and productivity.

Teacher productivity is influenced by various challenges, including low work morale, unbalanced workloads, and suboptimal psychological well-being. Psychological well-being has been shown to play a crucial role in enhancing teacher performance through its influence on instructional planning, job satisfaction, and professional commitment (Kamal, 2025). However, factors such as limited professional development opportunities, school violence, and low parental involvement contribute to teacher demotivation and increased stress levels (Mboweni, L. & Taole, 2022). In addition, excessive workload can lead to professional burnout, negatively affecting teachers' emotional and physical health and reducing overall work effectiveness (Iliev, 2022). These conditions may also cause teachers to feel undervalued and overwhelmed, further impacting their overall well-being (Solvason, 2026). Therefore, it is essential to create a more supportive educational environment to enhance teacher productivity.

Research on the relationship between psychological well-being and teachers' work engagement, particularly in private junior high schools, remains limited and therefore requires more comprehensive investigation. Psychological well-being has been shown to influence teacher performance through the mediation of job satisfaction and professional commitment, while also being affected by organizational

support and workload (Kamal, 2025). In addition, work engagement acts as a mediator between workload and psychological well-being, contributing to the improvement of teachers' emotional and professional conditions (Wang, Z., Tai, M.K., & Lee, 2024). Leadership factors, particularly transformational leadership, also play a positive role in enhancing both work engagement and psychological well-being among teachers (Premachandran, 2025). Therefore, these two variables are essential to be examined in efforts to improve teacher effectiveness and productivity.

Sultan Agung Private Junior High School in Pematangsiantar exhibits its own unique dynamics in enhancing teacher productivity, which are influenced by psychological well-being and work engagement. Psychological well-being has been proven to have a positive effect on teacher performance through job satisfaction and professional commitment (Kamal, 2025). In addition, teacher professionalism significantly contributes to performance, accounting for 54% of the variance (Grace, 2023). Other factors such as job satisfaction, workload, and burnout also affect performance, where higher job satisfaction enhances performance, while burnout has a negative impact (Azki, A., Muljono, P., & Pandjaitan, 2025). Furthermore, work discipline and ethics play an important role, highlighting the need for strong leadership support and transparent systems to improve teacher productivity (Lie, 2019).

Research on the influence of psychological well-being and work engagement on teacher productivity demonstrates a significant positive relationship in enhancing teacher performance. Psychological well-being has been shown to improve performance through better instructional planning, job satisfaction, and professional commitment, and is influenced by organizational support and workload (Kamal, 2025). Meanwhile, work engagement plays a role in enhancing workplace well-being, with perceived organizational support and psychological empowerment acting as mediating factors (Yu, 2024). In addition, psychological well-being and work-life balance contribute to increased work engagement and teacher productivity (Ferrysandi, B.N., Nainggolan, E.E., & Haque, 2024). Therefore, these two variables are considered critical factors in efforts to optimize teacher productivity (Rokhim, M.I., Hardjo, S., 2023); (Soembada, 2024).

Although previous studies have discussed psychological well-being, work engagement, teacher performance, and teacher well-being in various educational contexts, research that simultaneously examines psychological well-being and work engagement as predictors of teacher productivity remains limited, particularly in private junior high schools. Most prior studies have focused on teacher performance, motivation, satisfaction, or well-being separately, rather than analyzing the comparative contribution of these two variables within one explanatory model of teacher productivity. Therefore, this study offers novelty in the field of educational human resource management by integrating psychological well-being and work engagement into a single model and by identifying which variable provides a stronger contribution to teacher productivity. In this regard, the present study is expected to enrich the empirical discourse on school-based human resource development, especially in relation to how internal psychological conditions and work-related involvement jointly shape teacher productivity.

2. Research Method

This study employs a quantitative approach with an explanatory research design to examine the influence of psychological well-being and work engagement on teacher productivity. The research was conducted at Sultan Agung Private Junior High School in Pematangsiantar, involving all 31 teachers as the research subjects; therefore, a census or total sampling technique was applied. Data were collected through a questionnaire developed based on the indicators of each variable, namely psychological well-being, work engagement, and teacher productivity, using a five-point Likert scale.

Prior to data analysis, the research instruments were tested for validity and reliability to ensure the accuracy and consistency of the data. Subsequently, the data were analyzed using both descriptive and inferential statistical techniques. The suitability of the regression model was examined through classical assumption tests, including the normality test. The main analysis employed multiple linear regression to identify both partial and simultaneous effects of the independent variables on the dependent variable (Sugiyono, 2017). Hypotheses were tested using the t-test (for partial effects) and the F-test (for simultaneous effects) with a significance level of 5%. All data analysis procedures were carried out using statistical software.

Since the study involved all 31 teachers in the school, a census approach was used to capture the characteristics of the entire institutional population under study. However, although this design strengthens

the internal relevance of the findings for the observed school context, the generalizability of the results to broader teacher populations should be interpreted with caution. Therefore, the findings of this study are more appropriately understood as context-specific empirical evidence that may serve as a basis for further comparative studies involving larger and more diverse samples.

3. Result and Discussion

The analysis began with validity and reliability tests to ensure that the questionnaire met the criteria of being valid and consistent. The results of these tests are presented in Table 1 and Table 2.

Table 1. Validity test results

Variable	Item Instrument-Total Correlation	r-table	Result
Psychological Wellbeing	0.438	0.3	Valid
Work Engagement	0.325	0.3	Valid
Teacher Productivity	0.480	0.3	Valid

Based on the validity test results presented in Table 1 above, it can be observed that the calculated correlation values (r-calculated) for each variable exceed the critical value (0.3). Therefore, it can be concluded that all indicators in this study are valid.

Table 2. Reliability test results

Variable	Cronbach's Alpha	Instrument Items	Result
Psychological Wellbeing	0.874	18	Reliable
Work Engagement	0.848	9	Reliable
Teacher Productivity	0.842	15	Reliable

The reliability test results presented in Table 2 indicate that the Cronbach's alpha values (if item deleted) for all indicators exceed 0.70. Therefore, all indicators in this study can be considered reliable.

The determination of the appropriate formula for hypothesis testing, as well as the assessment of data normality, was conducted using the Kolmogorov-Smirnov normality test. The results of the normality test are presented in Table 3 below.

Table 3. Normality test results

Variable	N	K-S Test	Asymp. Sig. (2-Tailed)
Psychological Wellbeing	31	0.150	0.072
Work Engagement	31	0.112	0.200
Teacher Productivity	31	0.132	0.180

Based on the normality test results presented in Table 3, it can be observed that the Asymp. Sig. (2-tailed) values for each variable exceed the significance threshold of 0.05. This indicates that all variables are normally distributed (Ghozali, 2018).

The primary objective of linear regression analysis is to understand and predict the relationship or influence between predictor variables and the response variable. The results of the linear regression analysis are presented in Table 4 below:

Table 4. The results of the multiple linear regression test

Model	Unstandardized Coefficients		Standardized Coefficients
	B	Std. Error	Beta
1 (Constant)	13.421	7.432	
Psychological Wellbeing	.225	.102	.290
Work Engagement	.937	.202	.608

a. Dependent Variable: Teacher Productivity

Based on the results of the multiple linear regression analysis, the regression equation obtained is $Y = 13.421 + 0.225X_1 + 0.937X_2$. This equation indicates that teacher productivity (Y) is influenced by two variables, namely psychological well-being (X_1) and work engagement (X_2). The regression coefficient for X_1 is 0.225, meaning that each one-unit increase in psychological well-being will lead to an increase in teacher productivity by 0.225 units, assuming other variables remain constant (*ceteris paribus*). Meanwhile, the regression coefficient for X_2 is 0.937, indicating that each one-unit increase in work engagement will

increase teacher productivity by 0.937 units, with other variables held constant. Based on these results, work engagement has a more dominant influence on teacher productivity compared to psychological well-being in this model.

From a practical perspective, the larger regression coefficient of work engagement compared to psychological well-being indicates that work engagement may provide a more immediate managerial leverage in improving teacher productivity. This means that when school management seeks to enhance productivity in the short to medium term, interventions that strengthen teachers' vigor, dedication, and absorption in their work may generate a stronger observable effect. Such interventions may include participative leadership, recognition of teacher contributions, supportive communication, professional involvement in decision-making, and the creation of meaningful and resourceful work conditions. Nevertheless, psychological well-being remains an essential foundation, because sustained engagement is difficult to maintain when teachers experience emotional strain, imbalance, or low psychological support.

Through the correlation coefficient test, the strength and direction of the relationship between variables can be identified. Meanwhile, the coefficient of determination indicates the ability of independent variables to explain the variation in the dependent variable. Both tests play a crucial role in regression and correlation analysis to examine the relationships and the effectiveness of variables within a model. The results of the correlation and determination coefficient calculations are presented in Table 5 below.

Table 5. Correlation coefficient and determination coefficient results

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
	.775 ^a	.600	.572	4.6928

a. Predictors: (Constant); Psychological Wellbeing, Work Engagement

b. Dependent Variabel: Teacher Productivity

Based on Table 5 above, the correlation coefficient (r) of 0.775 indicates a strong relationship between psychological well-being and work engagement with teacher productivity at Sultan Agung Private Junior High School in Pematangsiantar. The coefficient of determination (R^2) of 0.600 shows that psychological well-being and work engagement account for 60% of the variance in teacher productivity, while the remaining 40% is explained by other variables not included in this study.

The purpose of hypothesis testing is to determine whether there is sufficient evidence from sample data to support or reject a claim or assumption about a population. In research, hypothesis testing is essential as it enables researchers to draw objective and reliable conclusions based on empirical data. The results of the hypothesis testing are presented in the following table:

Table 6. Calculated f test results

Model	F	Sig.
1 (Constant)	21.010	.000 ^b
Residual		
Total		

a. Predictors: (Constant), Psychological Wellbeing, Work Engagement

b. Dependent Variable: Teacher Productivity

Based on Table 6 above, the hypothesis test shows that the calculated F-value (21.010) is greater than the F-table value (3.34), and the significance level (0.000) is lower than α (0.05). This indicates that psychological well-being and work engagement simultaneously have a positive and significant contribution to teacher productivity at Sultan Agung Private Junior High School in Pematangsiantar.

Table 7. Test results tcalculated

Model	T	Sig.
1 (Constant)	1.806	.082
Psychological Wellbeing	2.208	.036
Work Engagement	4.628	.000

a. Dependent Variable: Teacher Productivity

Table 7 shows that the t-value for the psychological well-being variable is 2.208, which is greater than the t-table value of 2.045, with a significance level of $0.036 < \alpha$ 0.05. This indicates that psychological well-being has a positive and significant contribution to teacher productivity at Sultan Agung Private Junior High School. Meanwhile, the work engagement variable has a t-value of 4.628, which is greater than the t-

table value of 2.045, with a significance level of $0.000 < \alpha 0.05$, indicating that work engagement also has a positive and significant contribution to teacher productivity at Sultan Agung Private Junior High School.

The partial test results indicate that psychological well-being has a positive and significant effect on teacher productivity at Sultan Agung Private Junior High School in Pematangsiantar, as evidenced by the *t*-value of 2.208, which is greater than the *t*-table value of 2.045, and a significance level of $0.036 < 0.05$. This finding confirms that the better the psychological condition of teachers, the higher the level of productivity demonstrated in carrying out their professional duties. In the school context, psychological well-being enables teachers to better manage emotions, sustain motivation, build healthy working relationships, and perform instructional tasks more effectively. A positive psychological condition also helps teachers remain focused, adaptive, and consistent in meeting work demands, thereby enhancing their productivity.

This finding is consistent with the systematic review by (Dreer, 2023), which indicates that teacher well-being is significantly associated with various desirable outcomes, including the quality of teacher–student relationships, teacher retention, and student achievement. The study emphasizes that teacher well-being is not merely a personal aspect but is closely linked to the broader success of the educational process. In other words, teachers with higher levels of psychological well-being tend to demonstrate more effective professional functioning within the school environment. Furthermore, this result is supported by a meta-analysis conducted by (Zhou, S., Slemp, G.R., & Vella-Brodrick, 2024), which highlights that teacher well-being is strongly related to various positive workplace outcomes. In this meta-analysis, occupational commitment emerged as one of the strongest positive consequences of teacher well-being, while burnout and work engagement were identified as key correlates. These findings are highly relevant to teacher productivity, as strong work commitment, high engagement, and lower levels of burnout form the essential foundation for effective performance in teaching and other professional responsibilities.

Empirically, this finding is also consistent with the study by (Djeutcha, 2023), which identified a significant relationship between psychological well-being and teachers' instructional effectiveness. The study indicates that teachers with higher levels of psychological well-being tend to demonstrate greater teaching effectiveness. Since teaching effectiveness is a core component of teacher productivity, this finding reinforces the argument that psychological well-being contributes substantially to improving productivity. In addition, the study by (Lu, C., Xu, Z., & Tian, 2025) reveals that teachers' well-being significantly predicts innovative work behavior. This finding is important, as teacher productivity in modern educational settings is not only reflected in routine teaching activities but also in the ability to innovate, improve instructional methods, and contribute to school development. Therefore, higher levels of well-being can encourage teachers to perform more creatively, adaptively, and productively.

Based on the above discussion, psychological well-being can be understood as a psychological resource that strengthens teachers' work energy, emotional stability, and sense of meaning in their profession. Therefore, schools need to create a supportive work climate that enhances teachers' psychological well-being through social support, balanced workloads, professional recognition, and supportive leadership in order to continuously improve teacher productivity.

The partial test results demonstrate that work engagement has a positive and significant effect on teacher productivity at Sultan Agung Private Junior High School in Pematangsiantar, as indicated by the *t*-value of 4.628, which is greater than the *t*-table value of 2.045, and a significance level of $0.000 < 0.05$. This finding suggests that the higher the levels of vigor, dedication, and absorption in teachers' work, the greater the productivity achieved. Teachers who are highly engaged tend to possess greater work energy, show enthusiasm in teaching, take responsibility for their tasks, and demonstrate persistence in completing their professional duties. In practice, work engagement ensures that teachers are not only physically present but also cognitively and emotionally involved in the learning process.

This finding is consistent with the study by (Korsakienė, R., Stankevičienė, A., & Nawal, 2024), which demonstrates that work engagement has a significant effect on teachers' task performance. The study, conducted among secondary school teachers in Lithuania, found that work engagement significantly influences task performance and even acts as an important mediator between job resources and individual teacher performance. This result strengthens the present study's finding that work engagement is a strong predictor of teacher productivity. Furthermore, this finding is supported by the study of (Dilekçi, 2025), which reveals that work engagement is a significant predictor of teachers' job performance and mediates the relationship between positive instructional emotions and job performance. The study indicates that teachers with higher levels of work engagement tend to exhibit better work performance. This is highly relevant to

teacher productivity, as high job performance reflects the ability of teachers to carry out instructional tasks effectively and optimally.

Furthermore, the study by (Van Beurden, J., Van Veldhoven, M., & Van De Voorde, 2025) also confirms that work engagement contributes positively to teachers' job performance, particularly when teachers perceive that human resource practices within the school are available and effective. This implies that when schools provide adequate work support, teachers are more likely to be engaged and, consequently, demonstrate higher levels of performance. This finding highlights that teacher productivity is not solely dependent on individual factors but is also influenced by how schools create working conditions that foster engagement. From a theoretical perspective, this result aligns with the Job Demands-Resources framework, which positions work engagement as a key mechanism explaining how job resources are transformed into improved performance. When teachers receive sufficient support, a sense of security, meaningful work, and adequate resources, they tend to exhibit higher levels of vigor, dedication, and absorption, ultimately enhancing their productivity. Recent studies also emphasize that both job resources and personal resources play a significant role in strengthening teacher engagement (Uslukaya, A. & Zincirli, 2025).

The empirical implication of the partial test results is that teacher productivity should not be understood as being shaped by only one dimension of human resource management. The significance of psychological well-being confirms that teachers' emotional balance, positive functioning, and psychological resilience are important conditions for productive work. At the same time, the significance of work engagement shows that productivity is also driven by teachers' active involvement, enthusiasm, and commitment to their professional responsibilities. These findings imply that school productivity policies should adopt a dual strategy, namely maintaining teachers' psychological well-being while simultaneously fostering stronger engagement in school duties and instructional activities.

Based on these findings, it can be concluded that work engagement is a highly strategic variable in enhancing teacher productivity. Therefore, school principals need to strengthen teacher engagement through professional support, open communication, involvement of teachers in decision-making processes, reinforcement of work meaning, and the creation of a healthy work environment to ensure sustainable improvements in teacher productivity.

4. Conclusion

The findings of this study indicate that psychological well-being and work engagement simultaneously and partially contribute positively and significantly to teacher productivity at Sultan Agung Private Junior High School in Pematangsiantar. Among the two variables, work engagement emerged as the more dominant predictor, indicating that teachers' vigor, dedication, and involvement in their work are particularly important for improving productivity. These findings contribute to the development of educational human resource management by showing that teacher productivity is shaped not only by positive psychological conditions but also by the extent to which teachers are actively engaged in their professional roles. However, the findings should be interpreted within the institutional context of the study and not generalized broadly without caution.

This study has several limitations that should be considered when interpreting the results. First, the study was conducted in only one private junior high school, which limits the breadth of contextual variation represented in the findings. Second, the number of respondents was limited to 31 teachers, reflecting the institutional population of the school but restricting broader statistical generalization. Third, the study employed a cross-sectional design, so the relationships identified should not be interpreted as definitive causal relationships over time. Fourth, the data were collected using self-reported questionnaires, which may contain subjective bias. Therefore, the conclusions of this study should be interpreted within the specific context of the school studied and may serve as an empirical basis for further research with broader designs.

Future research is recommended to expand the scope of the model by involving teachers from different school types, regions, and institutional characteristics in order to improve the generalizability of the findings. In addition, subsequent studies may incorporate other relevant variables such as organizational support, leadership style, workload, job satisfaction, burnout, or professional commitment to develop a more comprehensive model of teacher productivity. Longitudinal, comparative, or mixed-method approaches are also recommended to provide deeper insights into how psychological well-being and work engagement interact over time in shaping teacher productivity.

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