
Understanding Subjective Well-Being Among Early Childhood Teachers: School Connectedness and Teaching Efficacy

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Abstract

Teacher subjective well-being is a critical foundation for instructional quality, professional commitment, and the sustainability of early childhood education services. However, empirical evidence on the subjective well-being of kindergarten teachers in Indonesia remains limited, particularly regarding the balance between personal resources and organizational support. This study aimed to describe the level of subjective well-being among kindergarten teachers in South Jakarta based on the dimensions of school connectedness and teaching efficacy. A quantitative descriptive approach with a cross-sectional survey design was employed. The participants were 306 kindergarten teachers selected through purposive sampling. Data were collected using the Teacher Subjective Well-Being Questionnaire and analyzed using descriptive statistics, including mean, standard deviation, frequency, and percentage. The results showed that teachers' overall subjective well-being was in the high category, with a mean of 3.80 and a standard deviation of 0.46. Teaching efficacy obtained a higher score, with a mean of 3.89 and a standard deviation of 0.49, than school connectedness, which obtained a mean of 3.71 and a standard deviation of 0.54. Based on the category distribution, 52.6% of teachers were in the moderate category, 30.1% were in the high category, and 17.3% were in the low category. These findings indicate that teacher well-being is more strongly supported by confidence in teaching competence than

by perceived connectedness to the school environment. Therefore, efforts to enhance teacher well-being should adopt an integrated approach that not only strengthens professional efficacy but also promotes supportive leadership, collaborative school cultures, open communication, and recognition of teachers' contributions. Such an approach is essential for sustaining the quality of early childhood education.

Keywords: subjective well-being; kindergarten teachers; school connectedness; teaching efficacy; early childhood education.



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Introduction

Educational quality is determined not only by curriculum design, learning resources, or students' academic achievement but also by the psychological well-being of teachers as the primary agents of the teaching and learning process. Over the past decade, teacher well-being has emerged as a central concern in educational research because it has consistently been associated with instructional quality, professional engagement, teacher retention, teacher student relationships, and students' academic outcomes (Dreer, 2023a; Hascher & Waber, 2021). Teachers with higher levels of well-being are generally more capable of creating positive learning environments, sustaining professional commitment, and establishing effective interactions with their students. Conversely, poor teacher well-being has been consistently linked to emotional exhaustion (Burić et al., 2019), declining work motivation (Dreer-Goethe, 2025), burnout (Avola et al., 2025), and stronger intentions to leave the teaching profession (Hascher & Waber, 2021).

The increasing scholarly attention devoted to teacher well-being aligns closely with the global agenda articulated in the United Nations Sustainable Development Goals (SDGs). SDG 3 emphasizes the promotion of health and well being for all individuals, whereas SDG 4 focuses on ensuring inclusive, equitable, and high quality education (Costanza et al., 2016). These two goals are inherently interconnected, as educational quality cannot be fully achieved without teachers who are psychologically healthy and capable of performing their professional responsibilities effectively (Hascher & Waber, 2021). Consequently, teacher well-being should no longer be regarded merely as an individual concern but rather as a fundamental component of educational quality and the long-term sustainability of educational systems.

Within the field of positive psychology, subjective well-being (SWB) has become one of the most widely accepted frameworks for understanding individuals' quality of life. SWB represents individuals' subjective evaluations of their lives and consists of two complementary components: a cognitive component reflected in life satisfaction, and an affective component reflected in the balance between positive and negative emotional experiences (Diener et al., 2018; Tov et al., 2022). Accordingly, subjective well-being extends beyond the mere absence of psychological distress and instead reflects the presence of meaningful, satisfying, and emotionally positive life experiences.

In educational settings, teachers' subjective well-being reflects how educators evaluate their professional experiences, including their social relationships within the workplace, their sense of success in teaching, and the overall quality of their professional lives. Previous studies have consistently demonstrated that teachers with higher subjective well being exhibit greater work engagement, more positive teacher–student relationships, and higher instructional effectiveness than those experiencing lower levels of well-being (Dreer, 2023a; Dreer-Goethe, 2026).

To operationalize subjective well-being within educational contexts, Renshaw et al. (2015) developed the Teacher Subjective Well-Being Questionnaire (TSWQ), which conceptualizes teacher well-being through two principal dimensions: school connectedness and teaching efficacy. School connectedness refers to teachers' sense of belonging, social support, and meaningful connection with the school community. Teachers who perceive themselves as accepted, valued, and supported within their schools tend to experience higher levels of well-being, whereas weak social connectedness increases vulnerability to occupational stress and job dissatisfaction. The second dimension, teaching efficacy, represents teachers' beliefs in their capability to perform instructional tasks effectively. Teachers with stronger teaching efficacy demonstrate greater confidence in classroom management, instructional delivery, and supporting students' learning and development. As such, teaching efficacy constitutes a critical predictor of teacher well-being because it reinforces feelings of professional competence and accomplishment (Manasia et al., 2020).

The issue of teacher well-being becomes even more significant within the context of early childhood education. Kindergarten teachers perform professional roles that differ substantially from those of teachers at higher educational levels (Guru, n.d.; Putra, 2025). Beyond delivering instruction, they simultaneously facilitate children's cognitive, social, emotional, moral, and behavioral development. These multidimensional responsibilities require considerable emotional sensitivity, patience, and self-regulation. Moreover, early childhood teachers are expected to maintain effective communication with parents, fulfill extensive administrative responsibilities, prepare instructional materials, and continuously adapt to evolving curricular reforms (Sagita et al., 2025a). Without adequate organizational support and professional resources, these cumulative demands may adversely affect teachers' psychological well-being.

Although research on teacher well-being has expanded considerably, particularly following the COVID-19 pandemic, the majority of existing studies continue to focus on burnout, occupational stress, emotional exhaustion, and job satisfaction among primary and secondary school teachers (Aziku & Zhang, 2024). Empirical investigations specifically examining the subjective well-being of kindergarten teachers remain relatively scarce, particularly within developing countries and Southeast Asia. In Indonesia, studies concerning early childhood teachers have predominantly addressed pedagogical competence, professionalism, work motivation, and job satisfaction. Empirical evidence describing kindergarten teachers' subjective well-being using the Teacher Subjective Well-Being Questionnaire (TSWQ) particularly emphasizing school connectedness and teaching efficacy remains limited. This gap is noteworthy because Indonesia's educational, cultural, and organizational contexts may generate patterns of teacher well-being that differ substantially from those reported in other countries.

This research gap becomes particularly relevant in South Jakarta, a metropolitan area characterized by high educational expectations, increasing parental demands, and complex urban educational environments that may uniquely shape teachers' well-being. Against this background, the present study aims to describe the level of subjective well-being among kindergarten teachers in South Jakarta by focusing on the two core dimensions of the TSWQ: school connectedness and teaching efficacy. The findings are expected to provide empirical evidence regarding the current state of teacher well-being in Indonesian early childhood education while informing the development of contextualized, evidence-based, and sustainable interventions designed to enhance teachers' psychological well-being and strengthen the quality of early childhood education.

Research Method

Research Design

This study used a descriptive quantitative approach with a cross-sectional survey design. This design was chosen because the study aimed to describe the SWB of kindergarten teachers at a specific point in time without manipulating variables (Creswell & Plano Clark, 2023). Cross-sectional designs have also proven effective in capturing teachers' psychological well-being within specific educational contexts and are widely used in teacher well-being studies (Dreer, 2023a; Dreer-Goethe, 2026).

Participants

The study included 306 kindergarten teachers from various early childhood education institutions (PAUD) in South Jakarta. Participants were selected using a purposive sampling technique, selecting respondents based on criteria aligned with the research objectives. Inclusion criteria included teachers who were actively teaching at a kindergarten or PAUD institution in South Jakarta, willing to participate voluntarily, and completing the research questionnaire completely. This technique was chosen because the study required participants with specific professional characteristics and work areas, while a comprehensive sampling frame encompassing the entire population of kindergarten teachers in South Jakarta was not yet available. The recruitment process involved teachers from various early childhood education institutions, taking into account diversity in age, education level, teaching experience, and employment status to obtain a more comprehensive picture of teachers' subjective well-being. A sample size of 306 participants was deemed adequate for descriptive survey research because it captured the diversity of respondents' characteristics and produced relatively stable statistical estimates (Legate et al., 2023). Demographic characteristics collected included age, educational background, teaching experience, and employment status, as sociodemographic factors, such as professional experience and job security, can contribute to variations in teachers' subjective well-being and provide a richer context for interpreting the findings (Creswell & Plano Clark, 2023). However, the use of non-probability sampling techniques requires caution in generalizing the study results to the entire population of kindergarten teachers in South Jakarta.

Instrument

Data were collected using the Teacher Subjective Well-Being Questionnaire (TSWQ) developed by Renshaw et al. (2015) to measure two dimensions of teacher subjective well-being: school connectedness and teaching efficacy. The results of the validity test using item-total correlation showed that all items had a corrected item-total correlation of 0.829, exceeding the 0.30 criterion, thus declaring all items valid. The reliability test yielded a Cronbach's Alpha value of 0.912 for the entire instrument. This value indicates that the instrument has good internal consistency and is suitable for measuring the subjective well-being of kindergarten teachers in the context of this study (Diener et al., 2018). Each item was scored using a five-point Likert scale. This format allows respondents to provide accurate assessments of their experiences and perceptions and has good sensitivity in capturing individual response variations in psychology and educational research (Boone et al., 2024).

Data Collection Procedure

Data collection was conducted online via an electronic questionnaire distributed to kindergarten teachers in South Jakarta. Before completing the questionnaire, each respondent received an explanation of the purpose of the study, guaranteed data confidentiality, and the right to withdraw at any time without any consequences. Participation was voluntary, and all data was used solely for academic purposes. This

procedure adhered to ethical research principles, including respect for participant autonomy, confidentiality, and informed consent (American Psychological Association, Walker et al., 2025).

Data Analysis

Data were analyzed using descriptive statistics, including means, standard deviations, frequencies, and percentages. Means were used to describe the general trend in SWB scores for each dimension, while standard deviations illustrate the degree of variation in responses across respondents. All analyses were conducted using the latest version of IBM SPSS Statistics software, chosen for its reliability in producing accurate and easily interpretable statistical analyses in educational and social science research (Field, 2024).

Results and Discussion

Participant Characteristics

Participant characteristics are an important aspect of descriptive research because they provide insight into the background of the respondents who serve as the research data source. Demographic information such as age, teaching experience, education level, and employment status can help explain the context of subjective well-being experienced by teachers and provide a more comprehensive understanding of the research results. Table 1 presents the distribution of participant characteristics based on age, teaching experience, education level, and employment status.

Table 1. Demographic Profile of Participants (N = 306)

Variable	Category	Frequency (n)	Percentage (%)
Age	< 30 years	58	18.9
	30–40 years	137	44.8
	> 40 years	111	36.3
Teaching Experience	< 5 years	72	23.5
	5–10 years	104	34.0
	> 10 years	130	42.5
Highest Educational Attainment	Diploma	28	9.2
	Bachelor's Degree (S1)	248	81.0
	Master's Degree (S2)	30	9.8
Employment Status	Permanent Teacher	214	69.9
	Non-Permanent Teacher	92	30.1

Based on Table 1, the majority of kindergarten teachers in South Jakarta are between 30 and 40 years old (44.8%). In terms of teaching experience, the majority of respondents have more than 10 years of experience (42.5%), indicating that most teachers have achieved professional maturity in carrying out their duties. In terms of educational background, most teachers have met the minimum academic qualification of a bachelor's degree (81.0%). Furthermore, the majority of respondents are permanent teachers (69.9%), indicating relatively good job stability. These characteristics indicate that the study respondents represent a group of teachers who generally have adequate professional experience and competence in the field of early childhood education. Furthermore, the results of the Subjective Well-Being of Kindergarten Teachers are shown in Table 2.

The data were analyzed using descriptive statistics including means, standard deviations, frequencies, and percentages. The means were used to describe the general trend in subjective well-being scores for each dimension, while the standard deviations were used to show variation in responses across participants. Each participant's score was calculated by averaging all item responses to maintain a scale of 1 to 5. The classification of subjective well-being into low, medium, and high categories was determined using theoretical class intervals, with the formula: the interval length equals the maximum score minus the minimum score, then divided by the number of categories. Based on a Likert scale of 1

to 5 and three categories, the interval length was 1.33, so a score of 1.00 to 2.33 is categorized as low, a score of 2.34 to 3.67 as medium, and a score of 3.68 to 5.00 as high. Categorization was based on each participant's average score before calculating the frequencies and percentages for each category. Higher scores indicate higher levels of subjective well-being for teachers. All analyses were conducted using IBM SPSS Statistics software.

Table 2. Descriptive Statistics of Teacher Subjective Well-Being

Dimension	Mean	SD	Category
School Connectedness	3,71	0,54	High
Teaching Efficacy	3,89	0,49	High
Total	3.80	0.46	High

According to Table 2, the overall level of teachers' subjective well-being is in the high category, with a mean score of 3.80 and a standard deviation of 0.46. The teaching efficacy dimension received the highest mean score, at 3.89 with a standard deviation of 0.49, indicating that teachers have strong confidence in their ability to carry out teaching tasks effectively. Meanwhile, the school connectedness dimension received a mean score of 3.71 with a standard deviation of 0.54, also in the high category. Although both dimensions showed high levels, the higher teaching efficacy score indicates that confidence in teaching competence is a more dominant aspect in shaping teachers' subjective well-being compared to their connectedness to the school environment. This finding also shows that variation in responses among participants is relatively low, so teachers' subjective well-being tends to be quite consistent.

The school connectedness dimension received a mean score of 3.71, which falls in the moderate to high category. These results indicate that most teachers feel accepted, valued, and part of the school community where they work. Teachers also demonstrated relatively good social relationships with colleagues and school leaders.

However, scores on this dimension were still lower than those on the teaching efficacy dimension. This finding indicates that social and organizational factors in schools still have room for improvement. A more supportive school environment, open communication, and a collaborative work culture can strengthen teachers' sense of connectedness to the school. Various studies have shown that teachers with high levels of school connectedness tend to have better psychological well-being, lower stress levels, and higher organizational commitment.

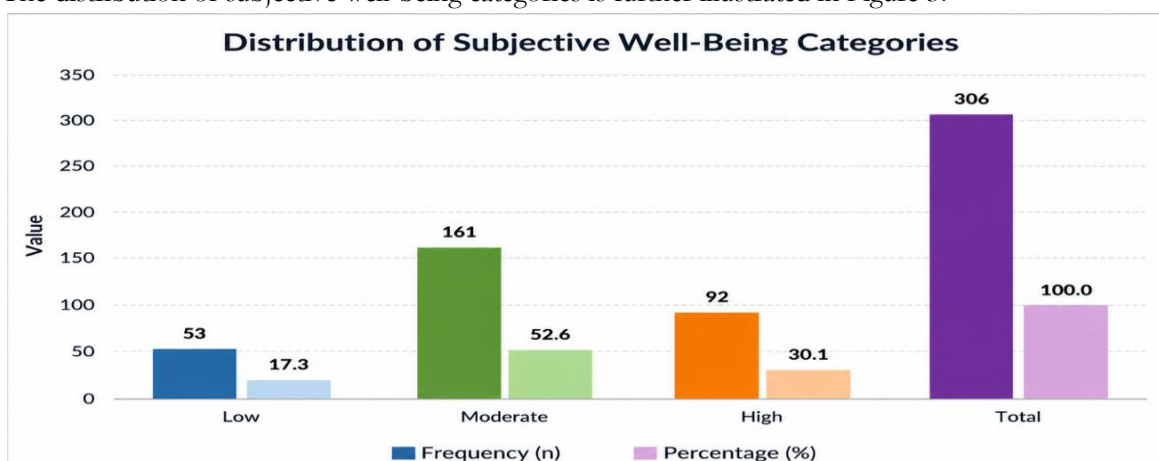
The teaching efficacy dimension received the highest score, with an average score of 3.89. This finding indicates that kindergarten teachers have a high level of confidence in their ability to plan, implement, and evaluate the learning process. Teachers also feel capable of supporting student development and overcoming various challenges that arise during teaching and learning activities. These results are shown in Figure 2 below:

High teaching efficacy can be influenced by the respondents' professional experience. Most of the teachers in this study had more than five years of teaching experience, thus developing more mature pedagogical and professional competencies. These results indicate that confidence in teaching abilities is a major source of teachers' psychological well-being. Teachers who feel competent in their work tend to experience higher job satisfaction, stronger motivation, and demonstrate greater commitment to their profession.

Table 3. Distribution of Subjective Well-Being Categories

Category	Frequency	Percentage (%)
Low	53	17,3
Medium	161	52,6
High	92	30,1
Total	306	100,0

Table 3 shows that the majority of teachers had a medium level of subjective well-being, comprising 161 respondents (52.6%). This was followed by 92 respondents (30.1%) in the high category and 53 respondents (17.3%) in the low category. Overall, the distribution indicates that most teachers experienced a moderate level of subjective well-being, while nearly one-third demonstrated a high level. The distribution of subjective well-being categories is further illustrated in Figure 3.

**Figure 1. Distribution of Subjective Well-Being Categories**

An analysis of the category distribution showed that more than half of respondents (52.6%) fell into the moderate subjective well-being category, while 30.1% fell into the high category. Only 17.3% of teachers fell into the low category. These findings indicate that the majority of kindergarten teachers in South Jakarta have relatively good levels of subjective well-being. The predominance of moderate and high categories indicates that most teachers possess adequate psychological resources to cope with the various demands of their profession. They are able to maintain positive emotional experiences, establish relatively good social relationships within the school environment, and have high confidence in their professional competence. However, the presence of a group of teachers with low levels of subjective well-being indicates the need for special attention from school administrators and policymakers to provide psychosocial support, professional development programs, and a more conducive work environment.

Overall, the results of this study meet the stated research objective, namely to describe the subjective well-being of kindergarten teachers in South Jakarta. The findings indicate that teachers have moderate to high levels of subjective well-being, with the teaching efficacy dimension being the strongest aspect compared to school connectedness. This suggests that confidence in teaching abilities is a primary source of teacher well-being, while increased social support and a positive school climate are still needed to sustainably strengthen teacher psychological well-being.

Discussion

The results of this study indicate that the subjective well-being of kindergarten teachers in South Jakarta is in the high category, with a mean score of 3.80 and a standard deviation of 0.46. These findings illustrate that teachers generally have a positive assessment of their professional experiences, particularly regarding confidence in their teaching abilities and feelings of connection to the school environment. Teacher well-being needs to be understood as a multidimensional construct encompassing affective, cognitive, relational, professional, and contextual states. Therefore, a high well-being score not only indicates the presence of positive emotions but also reflects a teacher's ability to carry out tasks, find meaning in their work, and maintain professional functioning when faced with work demands (Dreer, 2023b; Gámez-Genovart Oliver-Trobat M. F. & Rosselló-Ramon M. R., 2025). Various recent studies confirm that teacher well-being is related to work engagement, teaching quality, teacher-student relationships, professional commitment, and career sustainability in education (Kurrle & Warwas J., 2025).

Although the overall mean was in the high category, the distribution of scores indicated that 52.6 percent of teachers were in the moderate category, 30.1 percent in the high category, and 17.3 percent in the low category. These two results are not contradictory, as the overall mean of 3.80 is relatively close to the lower limit of the high category, while frequency grouping was based on each participant's individual score. Therefore, a high mean does not necessarily mean that all teachers have achieved optimal well-being. The predominance of the moderate category suggests that most teachers have sufficient psychological resources to carry out their work but may still experience vulnerability when work demands increase. The presence of 17.3 percent of teachers in the low category is also important to note because early childhood teacher well-being is related to responsiveness to children, the quality of classroom interactions, absenteeism, and intention to leave the job (Byun Jeon L. Hu B. Y. & Li K., 2022; Kwon Ford T. G. Jeon L. Malek-Lasater A. Ellis N. Randall K. Kile M. & Salvatore A. L., 2021; Markowitz, 2024).

The main finding of this study was a teaching efficacy score of 3.89, which was higher than the school connectedness score of 3.71. The mean difference of 0.18 indicates a descriptive pattern that teacher well-being is more strongly reflected through beliefs in teaching competence than through connectedness with the school community. However, because this study did not conduct paired difference tests and did not present effect sizes, this difference cannot be directly declared statistically significant. A more appropriate interpretation is that teaching efficacy appears to be a relatively more prominent aspect in participants' well-being experiences. Research on preschool teachers in Portugal also shows that teaching efficacy and school connectedness are related dimensions, but can have different patterns depending on teaching experience, age, region, and characteristics of the educational environment (Ferreira Barqueira A. Reis-Jorge J. Pacheco P. Brito R. & Baltazar I., 2024). A recent meta-analysis also showed that teacher well-being is shaped by the interaction of personal resources and working conditions, so differences between the dimensions need to be understood in the context of the characteristics of teachers and the organizations in which they work (Zhou Slemp G. R. & Vella-Brodrick D. A., 2024).

Higher teaching efficacy scores can be explained by the participants' professional characteristics. 76.5 percent of teachers had more than five years of teaching experience, 90.8 percent had completed undergraduate or postgraduate education, and 69.9 percent were full-time teachers. Longer teaching experience allows teachers to gain repeated success stories, develop classroom management strategies,

understand child developmental characteristics, and adapt instruction to individual student needs. Adequate education can also strengthen mastery of pedagogical knowledge, while relatively stable employment status provides opportunities for teachers to build professional identities and develop their competencies continuously. Previous research has found that self-efficacy and professional support contribute to early childhood teachers' work engagement, while higher experience and age are associated with stronger teaching beliefs (Ferreira Barqueira A. Reis-Jorge J. Pacheco P. Brito R. & Baltazar I., 2024; Lipscomb Chandler K. D. Abshire C. Jaramillo J. & Kothari B., 2022). The relationship between affective states, efficacy, and the quality of teachers' relationships with children also suggests that feelings of competence in carrying out professional duties can be a source of positive emotional experiences in the workplace (Yin Tam W. W. Y. & Lau E., 2022).

In early childhood education, a source of teaching efficacy can also arise from relatively direct and easily observable feedback on children's development. Teachers can observe changes in children's language skills, independence, emotional regulation, social interactions, and learning participation through daily activities. These small but tangible changes can serve as successful experiences that reinforce feelings of competence and meaning. When teachers are able to calm children, resolve conflicts, increase learning engagement, or help children achieve new skills, they receive confirmation that their actions are having a positive impact. This process may explain why confidence in their teaching abilities is a powerful source of well-being. Cross-national research shows that early childhood teachers' psychological well-being is related to responsiveness to children, although the strength of this relationship can vary across social and cultural contexts (Byun Jeon L. Hu B. Y. & Li K., 2022). Other research also shows that teacher self-efficacy and professional support continue to contribute to work engagement after taking job demands into account (Lipscomb Chandler K. D. Abshire C. Jaramillo J. & Kothari B., 2022). However, high teaching efficacy does not mean that kindergarten teachers are free from stress. Early childhood teachers perform jobs that involve intense emotional demands, as they must demonstrate patience, warmth, caring, and emotional stability in a variety of situations. They also need to manage children's behavior, build communication with parents, complete administrative tasks, and adapt activities to diverse developmental needs. These demands can diminish well-being when not balanced with adequate support and resources. Recent research indicates that emotional labor is a significant demand for early childhood teachers, while organizational support, hope, and optimism serve as resources that protect well-being (Carey & Sutton A., 2024; Sagita et al., 2025b). Studies of Head Start educators also show that their well-being is simultaneously influenced by psychological health, economic conditions, job demands, organizational support, and professional relationships (Wilson Plesko C., Brockie T. N. & Glass N., 2023). Unlike teaching efficacy, which primarily develops through individual experience and task mastery, school connectedness relies heavily on the quality of the social and organizational environment. Feelings of connectedness to the school are formed through relationships with colleagues, leadership support, opportunities to participate in decision-making, recognition of teacher contributions, open communication, organizational fairness, and a sense of security in expressing difficulties. These factors are not entirely within the individual teacher's control. Teachers can possess high teaching competence but still feel less than optimal connectedness when leadership support, collaboration, or organizational rewards are not consistently available. Studies on educational leadership indicate that supportive leadership plays a role in shaping teachers' job satisfaction, motivation, mental health, and subjective well-being (Karakus Toprak M. & Chen J., 2024). Job resources such as leadership support, collegial

relationships, and organizational climate are also associated with higher well-being and lower turnover intentions (Collie, 2023; Kingsford-Smith Collie R. J. Loughland T. & Nguyen H. T. M., 2023).

The standard deviation for the school connectedness dimension, at 0.54, is slightly higher than for teaching efficacy, at 0.49. Although the difference is small and not tested inferentially, this pattern suggests that teachers' experiences of connectedness with their schools are more diverse than their beliefs about their teaching abilities. Some teachers may work in institutions with collaborative cultures, open communication, supportive leadership, and adequate rewards. Others may work in more hierarchical environments, experience communication limitations, or provide fewer collaborative spaces. Because respondents come from a variety of early childhood education institutions, variations in governance, institutional status, working conditions, leadership styles, and resource availability could potentially result in heterogeneous experiences of connectedness (Kwon Ford T. G. Jeon L. Malek-Lasater A. Ellis N. Randall K. Kile M. & Salvatore A. L., 2021; Lipscomb Chandler K. D. Abshire C. Jaramillo J. & Kothari B., 2022). This explanation is a contextual interpretation and cannot be confirmed because the study did not directly measure the organizational characteristics of each institution.

The South Jakarta context can also be considered as a possible explanation, but needs to be interpreted with caution. Urban educational environments can provide broader access to training, technology, professional communities, and learning resources that help teachers strengthen their teaching competencies. At the same time, these environments also potentially present demands for service quality, diverse family needs, administrative burdens, policy changes, and high parental expectations. The combination of professional development opportunities and organizational pressures can create a situation where teachers feel sufficiently competent individually, but do not necessarily have equally strong relational and organizational experiences. Research on teacher well-being in metropolitan, regional, and rural areas suggests that job resources and demands can operate differently according to location and institutional characteristics (Kingsford-Smith, Collie R. J., Loughland T. & Nguyen H. T. M., 2023). Studies during and after the pandemic also confirm that changes in tasks, technology use, workload, and institutional support contribute differently to teacher well-being (Aziku & Zhang B., 2024).

This pattern of research findings can be explained through Job Demands Resources Theory. Within this framework, teaching efficacy can be positioned as a personal resource that helps teachers manage pedagogical demands, maintain motivation, and assess their ability to achieve learning goals. Meanwhile, school connectedness is a social and organizational resource gained through collegial relationships, leadership support, communication, recognition, and a sense of belonging. Personal and organizational resources are equally important, but they are not always developed at equal rates. Higher teaching efficacy scores indicate that teachers' personal resources are relatively stronger than their perceived organizational support. According to JDR theory, personal resources help individuals manage demands, but sustained well-being still requires a work environment that provides adequate resources (Bakker et al., 2023). Therefore, teachers should not be burdened with individual responsibility for maintaining well-being when organizational conditions are not fully supportive.

This interpretation strengthens the research's scientific contribution. The important finding is not merely that both dimensions are high, but rather the pattern of imbalance between personal and organizational resources. Teachers appear to have a strong sense of competence, but their experiences of connectedness with the school environment are relatively lower and more variable. This suggests that kindergarten teacher well-being is not sufficiently explained through individual competencies. The school environment still determines whether these competencies can be implemented in a healthy, valued, and

sustainable atmosphere. This finding is consistent with the early childhood teacher well-being framework, which positions individual, relational, and working conditions as an interconnected system (Kwon Ford T. G., Jeon L. Malek-Lasater A. Ellis N. Randall K. Kile M. & Salvatore A. L., 2021). Research on preschool teachers also found a positive relationship between school connectedness and teaching efficacy, so strengthening one resource has the potential to support the other (Ferreira Barqueira A. Reis-Jorge J. Pacheco P. Brito R. & Baltazar I., 2024).

The practical implication of this research is that teacher well-being improvement programs need to be implemented simultaneously at the individual and organizational levels. At the individual level, schools can provide ongoing pedagogical training, reflective supervision, mentoring, and professional learning communities to maintain and develop teaching efficacy. However, individual training alone is insufficient if teachers continue to face closed communication, disproportionate workloads, minimal recognition, and limited social support. At the organizational level, principals need to provide two-way communication, recognition of teacher contributions, involvement in decision-making, equitable distribution of tasks, spaces for sharing experiences, and support mechanisms when teachers encounter difficulties. Research on teacher needs indicates that they expect well-being programs that combine practical skills development, positive staff relationships, and supportive leadership (Beames et al., 2024; Beames, Spanos S., Roberts A., McGillivray L., Li S., Newby J. M., O'Dea B. & Werner-Seidler A., 2023).

Well-being programs also need to be tailored to the level of need. Teachers in the high-needs category require maintenance strategies to maintain their psychological resources. Teachers in the moderate category require preventative programs that include strengthening collegial support, supervision, workload management, and competency development. Meanwhile, teachers in the low category require further assessment and more intensive support, such as counseling, psychological support, workload adjustments, and professional referrals when necessary. A tiered approach is more appropriate than a uniform program because teacher well-being needs can vary based on experience, working conditions, and available resources. Intervention studies indicate that teacher well-being programs can be beneficial, but many interventions still focus on individual stress management skills and do not adequately change the organizational conditions that are sources of stress (Avola Soini-Ikonen T. Jyrkiäinen A. & Pentikäinen V., 2025; Berger Reupert A. Campbell T. C. H. Morris Z. Hammer M. Diamond Z. Hine R. Patrick P. & Fathers C., 2022).

Overall, the research results indicate that the subjective well-being of kindergarten teachers in South Jakarta is primarily supported by confidence in professional competence. Teaching experience, education, job stability, and the opportunity to directly observe children's development can strengthen a sense of competence and meaning. However, the relatively lower school connectedness scores indicate that individual competencies are not always matched by equal relational and organizational support. Therefore, improving teacher well-being requires a shift from an approach that emphasizes individual resilience to an ecological approach that improves working conditions, leadership, collaborative culture, and a sense of belonging to the school (Sagita et al., 2025b). This approach is crucial so that well-being does not depend solely on teachers' adaptability, but becomes a shared responsibility between teachers, principals, institutional administrators, and policymakers.

This study has several limitations that should be considered. First, participants were only from early childhood education institutions in South Jakarta and were selected using a non-probability sampling technique. Therefore, the results cannot be directly generalized to all kindergarten teachers in Jakarta, let alone to early childhood education teachers across Indonesia, which have varying social, cultural,

economic, and institutional conditions. Second, the cross-sectional design only describes teacher well-being at a single point in time and therefore cannot explain changes in well-being, the sequence of relationships between variables, or causal relationships. Third, the use of self-report instruments may introduce social desirability bias, recall bias, and the tendency for respondents to provide answers that align with environmental expectations. The limitations of self-reporting may also result in common method bias because the predictors and outcomes were assessed from the same source.

Fourth, the study's analysis is still descriptive in nature, so it is not possible to determine whether the mean difference between teaching efficacy and school connectedness is statistically significant. Future research could use paired samples t-tests or alternative non-parametric methods, along with effect sizes, to test the strength of the differences between dimensions. Fifth, the teachers came from various early childhood education institutions, but the study did not consider the clustering of respondents within schools. However, teachers' experiences within the same institution may be influenced by similar leadership, school climate, policies, and resources. Multilevel analysis is needed to separate the contributions of individual and organizational factors.

Future research is recommended to involve a broader population through probability sampling techniques, using a longitudinal design, and combining quantitative methods with interviews or focus group discussions. Triangulation can also be conducted through classroom observations, principal assessments, peer support, absence data, and turnover intentions. Further analysis could examine the role of age, teaching experience, education, employment status, workload, leadership support, and school climate as predictors or moderators of well-being. This development is necessary because recent studies have shown that teacher well-being research is still dominated by cross-sectional quantitative designs and faces conceptual and methodological fragmentation.

Conclusion

This study shows that the subjective well-being of kindergarten teachers in South Jakarta is in the moderate to high category. This finding indicates that most teachers have a relatively positive psychological state in carrying out their professional duties as early childhood educators. Of the two dimensions measured, teaching efficacy scored higher than school connectedness, indicating that teachers' confidence in their teaching abilities is a primary source of their subjective well-being. High teaching efficacy reflects teachers' sense of competence, self-confidence, and ability to effectively manage the learning process. Meanwhile, although school connectedness was also in the good category, the results of the study indicate that aspects of social connectedness and organizational support within the school environment still have room for improvement. The findings of this study confirm that teachers' subjective well-being is influenced not only by individual professional abilities but also by the quality of the work environment in which teachers carry out their duties. Therefore, efforts to improve teacher well-being need to be carried out through continuous strengthening of professional competence and the creation of a school climate that is more supportive, collaborative, and respectful of teachers' contributions. For policymakers and managers of early childhood education institutions, teacher well-being should be viewed as a crucial part of improving the quality of early childhood education because teachers with psychological well-being tend to be able to provide higher-quality and sustainable educational services. Future research is recommended to examine the factors influencing teachers' subjective well-being in more depth, involving a wider area and a more comprehensive analytical approach.

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