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THE IMPACT OF WORK-LIFE BALANCE AND PROFESSIONAL COMPETENCE ON THE PSYCHOLOGICAL WELL-BEING OF ELEMENTARY SCHOOL TEACHERS

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Abstract

This study aims to examine the influence of work–life balance and professional competence on the psychological well-being of elementary school teachers in Singorojo Subdistrict, Kendal Regency. The research employed a quantitative explanatory design using a survey method. The population consisted of 246 permanent elementary school teachers working in 35 public elementary schools. Using the Slovin formula with a 5% margin of error, a sample of 152 teachers was selected through proportionate stratified random sampling to ensure adequate representation from each school. Data were collected through validated Likert-scale questionnaires and analyzed using simple and multiple linear regression. The results show that: (1) work–life balance has a significant effect on psychological well-being ($t = 13.593$, $p < 0.05$) with a contribution of 55.2% ($R^2 = 0.552$); (2) professional competence significantly influences psychological well-being ($t = 8.708$, $p < 0.05$) with a contribution of 33.6% ($R^2 = 0.336$); and (3) both variables simultaneously have a significant effect on psychological well-being ($F = 107.324$, $p < 0.05$) with a combined contribution of 59% ($R^2 = 0.590$). These findings indicate that teachers' psychological well-being is shaped by their ability to maintain work–life balance and by their level of professional competence. Strengthening these two aspects is essential for supporting teacher welfare and improving the quality of education, particularly in rural elementary school contexts.

Keywords Psychological Well-Being, Professional Competence, Teacher, Work-Life Balance.

INTRODUCTION

Teachers' psychological well-being has increasingly become a central discourse in the educational field, particularly as teaching has been identified as one of the most psychologically demanding professions (Hasanah & Zainuddin, 2024; Anwar, 2019). In ideal conditions, teachers are expected to experience emotional stability, job satisfaction, high self-efficacy, and resilience, enabling them to meaningfully engage in teaching and create productive learning environments (Hutasuhut et al., 2025; Setyawan & Santosa, 2021). However, the reality often diverges from this ideal, especially in elementary schools located in rural areas where teachers face complex roles, heavy administrative responsibilities, and limited professional support (Muspawi, 2021; Munawir et al., 2023). This discrepancy between professional expectations and practical challenges has resulted in increased academic anxiety, emotional fatigue, and stress among teachers, which ultimately affects their psychological well-being and teaching performance.

Psychological well-being refers not only to the absence of mental distress, but also to the presence of positive emotional and cognitive functioning, including meaning in life, autonomy, positive relationships, and self-growth (Distina, 2019; Ryff, 2013). Empirical evidence suggests that teachers with higher psychological well-being show stronger motivation, better classroom management, and higher instructional quality (Gámez-Genovart et al., 2025; Hollenstein & Brühwiler, 2024). Conversely, teachers experiencing poor psychological well-being often encounter burnout, emotional exhaustion, low job satisfaction, and reduced professional performance (Agyapong et al., 2022; Iskandar & Priyana, 2024).

One major factor influencing teachers' psychological well-being is work-life balance, which reflects an individual's capability to effectively manage professional duties and personal life demands (Nwoko et al., 2023); (Zhou et al., 2024). Theoretically, teachers who manage a harmonious balance between work and personal roles tend to exhibit higher mental health resilience and job satisfaction (Shafariah & Gofur, 2025); (Baatz & Wirzberger, 2025). However, recent studies show that primary school teachers frequently struggle to maintain this balance, leading to stress, fatigue, and decreased well-being (Reyes, 2024; Solvason et al., 2023). This condition is more prevalent in rural schools where teachers often face additional commuting challenges, limited facilities, and a lack of psychological support systems.

In the context of Singorojo Subdistrict, Kendal Regency, initial observations reveal persistent challenges faced by elementary school teachers in managing workload, accessing professional training, and maintaining psychological stability. Findings from interviews with the local supervisor, Adri Suryani (March 24, 2025), indicate that teachers frequently experience high stress, emotional fatigue, and dissatisfaction resulting from heavy administrative responsibilities, limited instructional resources, and insufficient institutional support. In rural schools, teachers often juggle multiple roles—teaching, preparing learning materials, completing complex administrative tasks, and attending various professional activities outside regular hours. These conditions restrict their time for personal and family life, reduce opportunities for recuperation, and contribute to feelings of overload and burnout. Infrastructure limitations such as inadequate internet access, insufficient learning facilities, and the absence of a conducive workspace further intensify these pressures, creating a discrepancy between professional expectations and practical realities.

Beyond workload-related issues, teachers' capacity for professional growth is also hindered by limited access to training and ongoing development opportunities. Although national programs such as the Pendidikan Profesi Guru (PPG) and Guru Penggerak have been introduced to enhance teacher competence, their implementation in rural areas like Singorojo remains constrained by budget limitations, distant training locations, and inconsistent dissemination of information. As a result, many teachers struggle to meet rising pedagogical and technological demands, leading to reduced confidence and heightened stress. This misalignment between policy expectations and on-the-ground conditions signifies a systemic gap in supporting teacher welfare. Documentation and field observations consistently show that the psychological well-being of teachers in Singorojo is far from optimal and requires targeted interventions. Strengthening work–life balance, expanding access to professional development, improving supervisory support, and enhancing school infrastructure are urgently needed to ensure sustainable teacher well-being and elevate educational quality in rural elementary schools.

Empirical evidence in Indonesia reinforces these challenges. Studies show that low psychological well-being among early childhood teachers significantly decreases teaching performance and motivation (Vernia et al., 2022); (Shafa Arina Darmawan & Dinda Dwarawati, 2023). Research on honorary teachers found that financial insecurity and limited institutional support undermine emotional stability and long-term professional commitment (Shodiqin, 2025). Meanwhile, Putri and Asmara (2020) reported that excessive workload and insufficient

organizational support are strong predictors of psychological strain among elementary school teachers (F. Lagrama & G. Pedrina, 2025); (Wang, 2023). Additional findings indicate that work–life balance is a significant predictor of subjective well-being among Indonesian special education teachers (Giarto & Sarajar, 2024), and that professional competence correlates positively with psychological capital, job satisfaction, and teaching sustainability (Tamim Mulloh & Muslim, 2022); (Permana & Karwanto, 2020). While these studies highlight important determinants of teacher well-being, most research examines each factor separately. Limited studies have explored the combined influence of work–life balance and professional competence on teacher psychological well-being, particularly in rural Indonesian elementary schools. This gap strengthens the urgency and novelty of the present study.

Another determinant of teacher psychological well-being is professional competence, encompassing mastery of pedagogical knowledge, content expertise, educational technology, classroom management, and continuous self-development. Highly competent teachers demonstrate higher confidence, effective classroom practices, and proactive strategies in dealing with instructional challenges (Arifin & Hanif, 2024). International findings also emphasize that continuous professional development significantly enhances teaching performance and promotes educators' psychological well-being (Gore et al., 2017; Putri et al., 2025). Nevertheless, in many developing regions, access to professional development programs remains limited, contributing to competence gaps and increased teacher stress (Latifah et al., 2024).

Given this situation, research examining the influence of work-life balance and professional competence on teachers' psychological well-being is both urgent and significant. Theoretically, this study contributes to the understanding of teacher well-being determinants in rural educational contexts. Practically, it may guide policymakers, school administrators, and educational practitioners in designing interventions, policies, and support systems aimed at improving teacher welfare, professional capacity, and ultimately, student learning outcomes. Thus, this study aims to analyze the effect of work-life balance and professional competence on the psychological well-being of elementary school teachers in Singorojo Subdistrict, Kendal Regency.

METHOD

This study employed a quantitative approach with an explanatory research design, consistent with the view that explanatory research aims to determine causal relationships among

variables through hypothesis testing using statistical analysis (Hardani et al., 2020). This approach was selected to explain the influence of the independent variables, namely work–life balance and professional competence, on the dependent variable, which is the psychological well-being of elementary school teachers. Explanatory quantitative research is appropriate for examining the extent to which work–life balance and professional competence predict teachers' psychological well-being and for determining the strength of their effects (Waruwu et al., 2025).

The survey method was used as the primary strategy for data collection, wherein structured questionnaires were distributed directly to respondents, both offline and online, to facilitate wider accessibility (Yam & Taufik, 2021). The research was conducted in public elementary schools located in Singorojo Subdistrict, Kendal Regency. This area was chosen purposively based on the consideration that the schools represent a semi-rural environment with diverse challenges related to teacher workload, infrastructure limitations, and access to professional development, conditions relevant to the focus of this study (Subhaktiyasa, 2024).

The population of this study consisted of 246 permanent elementary school teachers (civil service teachers and PPPK teachers) working in 35 public elementary schools in Singorojo Subdistrict. The sample size was determined using the Slovin formula with a 5% margin of error, resulting in a total sample of 152 respondents. A proportionate stratified random sampling technique was employed to ensure that each school was fairly represented according to the proportion of teachers in the population, given the heterogeneous distribution of teachers across schools.

Primary data were collected using structured Likert-scale questionnaires with response options ranging from "strongly disagree" to "strongly agree." The questionnaire items were developed based on theoretical indicators derived from relevant literature and previous studies regarding work–life balance, professional competence, and psychological well-being. Instrument quality was ensured through content validation by experts and empirical validation using Pearson Product-Moment correlation. Reliability was tested using Cronbach's Alpha, and all constructs demonstrated coefficients above 0.70, indicating high internal consistency and instrument reliability (Krisnawati et al., 2024).

In addition to primary data, secondary data were obtained from school administrative records, official educational documents, and relevant national regulations, including the Directorate General of Teachers and Education Personnel Regulation on Teacher Competency Standards (2023).

These secondary sources provided contextual information to support the interpretation of empirical findings and strengthen the validity of the study.

The collected data were analyzed using inferential statistical techniques through SPSS software. The analysis procedures consisted of:

1. Assumption tests, including normality, multicollinearity, autocorrelation, and heteroscedasticity tests;
2. Simple linear regression tests to examine the partial effects of each independent variable on psychological well-being;
3. Multiple linear regression tests to analyze the simultaneous effects of work–life balance and professional competence on psychological well-being; and
4. Calculation of effective and relative contributions to determine the magnitude of each predictor's influence.

Based on the conceptual framework of this research, the following hypotheses were formulated:

a. H1: Work–life balance has a positive and significant effect on teachers' psychological well-being.
b. H2: Professional competence has a positive and significant effect on teachers' psychological well-being.
c. H3: Work–life balance and professional competence simultaneously have a positive and significant effect on teachers' psychological well-being.

Through this methodological design, the study aims to provide a systematic, objective, and statistically reliable analysis of the role of work–life balance and professional competence in shaping the psychological well-being of elementary school teachers in Singorojo Subdistrict, Kendal Regency.

FINDINGS AND DISCUSSION

Findings

1. Descriptive Analysis

The descriptive analysis in this study provides an overview of respondents' perceptions regarding work–life balance, professional competence, and psychological well-being among elementary school teachers in Singorojo Subdistrict, Kendal Regency. The data were obtained from questionnaire responses completed by 152 teachers and processed using SPSS version 25.

Data on teachers' psychological well-being were collected through Likert-scale items representing six dimensions: self-acceptance, positive relationships, autonomy, purpose in life, personal growth, and environmental mastery. Scores ranged from a minimum of 80 to a maximum of 150, with a mean score of 126.29 and a standard deviation of 12.69. The largest proportion of respondents (36.18%) rated their psychological well-being as "fair," indicating that most teachers perceived themselves as moderately psychologically healthy. Since the mean value falls within the interval of 122–135, psychological well-being among teachers in Singorojo Subdistrict can be categorized as moderate to high.

Similarly, data on work–life balance were obtained through items measuring time balance, involvement balance, and satisfaction balance. Responses produced scores ranging from 68 to 150, with an average of 127.34 and a standard deviation of 14.59. The majority of teachers (46.05%) rated their work–life balance as "fair," suggesting that they are generally able to balance professional and personal responsibilities, though some still face challenges. Given that the mean score lies within the interval of 117–133, the level of work–life balance among teachers can be classified as moderate to good.

Data on professional competence, assessed through indicators of subject-matter mastery, curriculum understanding, pedagogical innovation, technology use, assessment skills, and continuous professional development, produced scores between 31 and 150. The mean score was 119.57 with a standard deviation of 20.87. The highest proportion of responses (51.32%) fell within the "fair" category, indicating that most teachers consider their competence to be adequate but still requiring development. Since the mean lies within the interval of 102–125, professional competence in the schools studied is categorized as moderate.

Overall, the descriptive findings reveal that teachers in Singorojo Subdistrict perceive their psychological well-being, work–life balance, and professional competence to be within the moderate category. While many teachers demonstrate satisfactory levels across the three variables, there remains a substantial proportion who feel challenged in maintaining emotional well-being, balancing personal and professional responsibilities, and strengthening their professional skills. These findings underscore the importance of continued support and empowerment efforts to enhance teacher welfare and competency in rural elementary education contexts.

2. Results of Dimension Analysis

Dimension testing was conducted using Principal Component Analysis (PCA) with communality extraction to assess how well each indicator represents its variable. Indicators with extraction values above 0.50 are considered valid. The results for each variable are summarized below.

a. Psychological Well-Being

Psychological well-being was measured using Ryff's six dimensions: self-acceptance, positive relations, autonomy, purpose in life, personal growth, and environmental mastery. All indicators achieved extraction values ≥ 0.60, indicating strong representation. The highest contributions came from personal growth (0.773) and environmental mastery (0.763), while self-acceptance showed the lowest (0.625). Overall, the dimensions effectively explain the construct, although self-acceptance appears relatively weaker and still requires improvement among some teachers.

b. Work–Life Balance

Work–life balance consisted of time balance, involvement balance, and satisfaction balance. All indicators showed high extraction values, with involvement balance (0.924) being the most dominant dimension, followed by time balance (0.821) and satisfaction balance (0.797). This suggests that emotional and psychological involvement in both work and personal life plays the most crucial role in achieving balance among teachers.

c. Professional Competence

Professional competence was assessed through six dimensions: subject-matter mastery, curriculum understanding, contextual and innovative teaching, technology use, assessment skills, and continuous professional development. All indicators exceeded the 0.50 threshold, with curriculum understanding and technology utilization showing the highest contributions (0.937 each), while subject-matter mastery had the lowest (0.650). This indicates that curriculum literacy and technology integration are key strengths, whereas mastery of subject content still needs enhancement.

3. Assumption Testing

Prior to conducting regression analysis, classical assumption testing was performed to ensure the validity and reliability of the model. The normality test using the Kolmogorov–Smirnov method produced a significance value of 0.065, which is greater than 0.05, indicating that the

residuals are normally distributed. Multicollinearity testing showed tolerance values of 0.684 and VIF values of 1.462 for both independent variables, demonstrating the absence of multicollinearity in the model. Furthermore, the Durbin–Watson coefficient was 1.856, which is close to 2, suggesting that no autocorrelation exists among the residuals. Heteroskedasticity testing using the Glejser method revealed significance values above 0.05 for both predictors, confirming that heteroskedasticity is not present. This finding was further supported by the scatterplot pattern, which displayed random dispersion around the zero point. Based on these results, it can be concluded that all classical assumptions were met, and therefore, the regression model used in this study is valid and appropriate for hypothesis testing.

4. Hypothesis Testing

a. The Effect of Work–Life Balance on Teachers' Psychological Well-Being (H1)

The first hypothesis states that work–life balance has a positive and significant effect on teachers' psychological well-being. This hypothesis was tested using Pearson correlation analysis, simple linear regression, F-test, t-test, and coefficient of determination (R^2).

Pearson Correlation Test (X_1 and Y)

Table 1. Results of the Pearson Correlation Test (X_1 and Y)

Correlations			
		Teacher Psychological Well-Being	**Work-Life Balance**
Teacher Psychological Well-being	Pearson Correlation	1	.743
	Sig. (2-tailed)		.000
	N	152	152
Work-Life Balance	Pearson Correlation	.743	1
	Sig. (2-tailed)	.000	
	N	152	152

. Correlation is significant at the 0.01 level (2-tailed).

Correlation is significant at the 0.01 level (2-tailed).

Source: Primary Data Processed, 2025

The Pearson correlation test shows that work–life balance has a strong and positive relationship with teachers' psychological well-being, indicated by r = .743 and p = .000 (p < .01). This means that the better a teacher's work–life balance, the higher their level of psychological well-being.

ANOVA (F-Test) – Simple Regression

Table 2. Results of the ANOVA (F-Test) – Simple Regression

ANOVA[a]						
Model		**Sum of Squares**	**df**	**Mean Square**	**F**	**Sig.**
1	Regression	13425.887	1	13425.887	184.770	.000[b]
	Residual	10899.376	150	72.663		
	Total	24325.263	151			

a. Dependent Variable: Teachers' Psychological Well-Being
b. Predictors: (Constant), Work–Life Balance
Source: Primary Data Processed, 2025

The F-test result shows an F-value of 184.770 with p = .000 (p < .05). This indicates that the regression model is significant, meaning that work–life balance simultaneously influences teachers' psychological well-being.

t-test – Simple Regression

Table 3. Results of the t-Test – Simple Regression

Coefficients[a]						
		Unstandardized Coefficients		**Standardized Coefficients**		
Model		**B**	**Std. Error**	**Beta**	**t**	**Sig.**
1	(Constant)	44.014	6.092		7.225	.000
	Work-Life Balance	.646	.048	.743	13.593	.000

a. Dependent Variable: Teachers' Psychological Well-Being
Source: Primary Data Processed, 2025

The t-test shows a t-value of 13.593 with p = .000 (p < .05). Since the t-value is far greater than the critical value (≈ 1.976 at α = .05), the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_1) is accepted. Thus, work–life balance has a positive and significant effect on teachers' psychological well-being.

Simple Regression Equation

The regression model:
$Y = a + b_1X_1$
The resulting regression equation is:
$Y = 44.014 + 0.646X_1$

The constant value (a = 44.014) indicates that if a teacher's work–life balance is at zero, their psychological well-being score would theoretically be 44.014. The regression coefficient (b_1 = 0.646) means that each one-unit increase in work–life balance increases teachers' psychological well-being by 0.646 points. Because the coefficient is positive, the relationship is unidirectional and positive.

Coefficient of Determination (R^2)

Table 4. Results of the Coefficient of Determination (R^2)

Model Summary				
Model	**R**	**R Square**	**Adjusted R Square**	**Std. Error of the Estimate**
1	.743[a]	.552	.549	8.52423

a. Predictors: (Constant), *work-life balance*

The analysis shows an R^2 value of .552, meaning that 55.2% of the variance in teachers' psychological well-being is explained by work–life balance. The remaining 44.8% is influenced by other factors not examined in this study, such as social support, school organizational climate, and personality traits.

The results of the first hypothesis test confirm that work–life balance is an important factor shaping the psychological well-being of elementary school teachers in Singorojo Subdistrict. Teachers who are able to balance professional demands and personal life tend to feel more satisfied, experience more positive emotions, and manage work-related stress more effectively.

These findings align with Ryff's psychological well-being theory, which emphasizes that individuals' well-being is heavily influenced by their ability to manage life roles and demands. The results also support previous empirical studies indicating that work–life balance significantly contributes to improving satisfaction and psychological well-being among educators and other professionals.

Thus, the first hypothesis of this study is accepted: there is a positive and significant effect of work–life balance on teachers' psychological well-being.

b. The Effect of Professional Competence on Teachers' Psychological Well-Being (H2)

The second hypothesis proposes that professional competence has a positive and significant effect on teachers' psychological well-being. This hypothesis was tested using Pearson correlation analysis, simple linear regression, F-test, t-test, and the coefficient of determination (R^2).

Pearson Correlation Test (X_2 and Y)

Table 5. Results of the Pearson Correlation Test (X_2 and Y)

Correlations			
		Teacher Psychological Well-being	**Professional Competence**
Teacher Psychological Well-being	Pearson Correlation	1	.579
	Sig. (2-tailed)		.000
	N	152	152
Professional	Pearson Correlation	.579	1
	Sig. (2-tailed)	.000	

Competence	N	152	152

Correlation is significant at the 0.01 level (2-tailed).

Source: Primary Data Processed, 2025

The correlation analysis shows that teachers' professional competence has a moderately strong, positive relationship with teachers' psychological well-being, indicated by r = .579 and p = .000 (p < .01). This means that the higher a teacher's level of professional competence, the better their psychological well-being.

ANOVA (F-Test) – Simple Regression

Table 6. Results of the ANOVA (F-Test) – Simple Regression

ANOVA[a]						
Model		**Sum of Squares**	**df**	**Mean Square**	**F**	**Sig.**
1	Regression	8167.468	1	8167.468	75.822	.000[b]
	Residual	16157.795	150	107.719		
	Total	24325.263	151			

a. Dependent Variable: Teachers' Psychological Well-Being
b. Predictors: (Constant), Teachers' Professional Competence
Source: Primary Data Processed, 2025

The F-test shows an F-value of 75.822 with p = .000 (p < .05), indicating that the regression model is statistically significant. Thus, teachers' professional competence can be used to predict psychological well-being.

t-Test – Simple Regression

Table 7. Results of the t-Test – Simple Regression

Coefficients[a]					
		Unstandardized Coefficients		**Standardized Coefficients**	
Model		**B**	**Std. Error**	**Beta**	**t**	**Sig.**
1	(Constant)	84.161	4.911		17.138	.000
	Professional Competence	.352	.040	.579	8.708	.000

Dependent Variable: Teachers' Psychological Well-Being
Source: Primary Data Processed, 2025

The t-test yields a t-value of 8.708 with p = .000 (p < .05). Since the t-value is greater than the critical value (≈ 1.976 at α = .05), H_0 is rejected, and H_1 is accepted. This confirms that teachers' professional competence has a positive and significant effect on teachers' psychological well-being.

Simple Regression Equation

The regression model:
$Y = a + b_2X_2$
The resulting equation is:
$Y = 84.161 + 0.352X_2$

The constant value (a = 84.161) indicates that if teachers' professional competence were zero, their psychological well-being score would theoretically be 84.161. The regression coefficient (b_2 = .352) means that each one-unit increase in professional competence increases psychological well-being by 0.352 points. Because the coefficient is positive, the relationship is linear and positive.

Coefficient of Determination (R^2)

Table 8. Results of the Coefficient of Determination (R^2)

Model Summary				
Model	**R**	**R Square**	**Adjusted R Square**	**Std. Error of the Estimate**
1	.579[a]	.336	.331	10.37876

a. Predictors: (Constant), Professional Competence

The R^2 value is .336, meaning that 33.6% of the variation in teachers' psychological well-being is explained by teachers' professional competence. The remaining 66.4% is influenced by other factors beyond the scope of this study, such as work–life balance, social support, or work environment conditions.

The results of the second hypothesis test confirm that teachers' professional competence contributes significantly to the psychological well-being of elementary school teachers in Singorojo Subdistrict. Teachers who possess strong content mastery, curriculum understanding, innovative instructional skills, technological proficiency, and assessment capability tend to display greater confidence, stronger job satisfaction, and more positive professional attitudes.

However, compared with work–life balance, the contribution of professional competence to psychological well-being is relatively lower. This indicates that professionalism alone is not sufficient to ensure optimal psychological well-being unless accompanied by the ability to manage work–life balance effectively. Therefore, the second hypothesis of this study is accepted: there is a positive and significant effect of teachers' professional competence on teachers' psychological well-being.

c. The Effect of Work–Life Balance and Professional Competence on Teachers' Psychological Well-Being (H3)

The third hypothesis states that work–life balance (X_1) and professional competence (X_2) simultaneously have a positive and significant effect on teachers' psychological well-being (Y). This hypothesis was tested using multiple correlation analysis, multiple regression, F-test, partial t-tests, and coefficient of determination (R^2).

Pearson Correlation Test (X_1 and X_2 with Y)

Table 9. Results of the Pearson Correlation Test (X_1 and X_2 with Y)

Correlations				
		Teacher Psychological Well-Being	**Work-Life Balance**	**Teacher's Professional Competence**
Professional Competence	Pearson Correlation	1	.743	.579
	Sig. (2-tailed)		.000	.000
	N	152	152	152
Work-Life Balance	Pearson Correlation	.743	1	.562
	Sig. (2-tailed)	.000		.000
	N	152	152	152
Professional Competence	Pearson Correlation	.579	.562	1
	Sig. (2-tailed)	.000	.000	
	N	152	152	152

. Correlation is significant at the 0.01 level (2-tailed).

Based on the Pearson correlation analysis, the correlation coefficient between work–life balance and teachers' psychological well-being is r = .723, while the correlation coefficient between teachers' professional competence and psychological well-being is r = .707. These values indicate strong and positive relationships. This means that the better the teachers' work–life balance and professional competence, the higher their psychological well-being. The significance value of .000 confirms that these relationships are statistically significant at the 95% confidence level.

ANOVA (F-Test) – Multiple Regression

Table 10. Results of the ANOVA (F-Test) – Multiple Regression

ANOVA[a]						
Model		**Sum of Squares**	**df**	**Mean Square**	**F**	**Sig.**
1	Regression	14358.290	2	7179.145	107.324	.000[b]
	Residual	9966.973	149	66.892		
	Total	24325.263	151			

a. Dependent Variable: Teachers' Psychological Well-Being

b. Predictors: (Constant), Teachers' Professional Competence, Work–Life Balance

The F-test shows an F-value of 107.324 with p = .000 (p < .05). This indicates that the multiple regression model involving work–life balance and teachers' professional competence is significant in predicting teachers' psychological well-being.

t-Test – Multiple Regression

Table 11. Results of the t-Test – Multiple Regression

Coefficients[a]						
		Unstandardized Coefficients		Standardized Coefficients		
Model		**B**	**Std. Error**	**Beta**	**t**	**Sig.**
1	(Constant)	41.537	5.883		7.061	.000
	Work-Life Balance	.530	.055	.610	9.620	.000
	Teacher's Professional Competence	.144	.039	.237	3.733	.000

a. Dependent Variable: Teachers' Psychological Well-Being

The t-test shows that both independent variables significantly influence teachers' psychological well-being:

- Work–life balance: t = 9.620, p = .000
- Professional competence: t = 3.733, p = .000

Since both significance values are below .05, it can be concluded that work–life balance and professional competence each have a significant effect on psychological well-being. However, work–life balance has a more dominant effect, as shown by its higher standardized beta value (β = .610) compared to professional competence (β = .237).

Multiple Regression Equation

The regression model:
$\mathbf{Y = a + b_1X_1 + b_2X_2}$
The regression equation obtained is:
$\mathbf{Y = 41.537 + 0.530X_1 + 0.144X_2}$

The constant (a = 41.537) indicates that if work–life balance and teachers' professional competence were both zero, the predicted psychological well-being score would be 41.537. The regression coefficient for work–life balance (b_1 = .530) means that a one-unit increase in work–life balance increases psychological well-being by 0.530 points, assuming other variables are constant. The regression coefficient for professional competence (b_2 = .144) indicates that a one-unit increase in professional competence increases psychological well-being by 0.144 points, assuming other variables remain unchanged. Because both coefficients are positive, both predictors have a positive linear relationship with teachers' psychological well-being.

Coefficient of Determination (R^2)

Table 12. Results of the Coefficient of Determination (R^2)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.768[a]	.590	.585	8.17878

a. Predictors: (Constant), Teachers' Professional Competence, Work–Life Balance

The R^2 value is .590, meaning that 59% of the variance in teachers' psychological well-being is explained by the combination of work–life balance and teachers' professional competence. The remaining 41% is influenced by other variables not examined in this study, such as social support, organizational climate, physical working conditions, and personal factors.

The results of the third hypothesis test confirm that teachers' psychological well-being is shaped by the synergy between their ability to balance work and personal life and their mastery of professional competence. Teachers who can effectively balance time, involvement, and satisfaction between work and personal life—while also possessing adequate professional competence—tend to have higher psychological well-being.

The results also show that work–life balance has a more dominant role than professional competence. This suggests that even if teachers are highly competent, they may still experience emotional fatigue, stress, and reduced psychological well-being if they are unable to maintain a balance between their work and personal life. Therefore, the third hypothesis of this study is accepted: work–life balance and teachers' professional competence simultaneously have a positive and significant effect on teachers' psychological well-being.

Discussion

Based on the results of this study, the following discussion can be presented:

1. The Influence of Work–Life Balance on Teachers' Psychological Well-Being

The findings reveal that work–life balance has a positive and significant influence on teachers' psychological well-being in public elementary schools in Singorojo District. This is evidenced by a t-value of 13.593, which exceeds the t-table value of 1.976, with a significance level of 0.000 < 0.05. The R-square value of 0.552 indicates that work–life balance contributes 55.2% to variations in psychological well-being. Furthermore, the Pearson correlation coefficient of 0.743 signifies a strong positive correlation between the two variables.

Work–life balance reflects an individual's ability to manage their professional responsibilities while fulfilling personal and family obligations. When teachers can maintain a balanced work and personal life, they tend to experience lower stress levels, better emotional stability, and stronger motivation (Siahaan & Zulaikha, 2025). These positive psychological conditions allow teachers to carry out their duties more effectively and enjoy greater satisfaction in their profession.

This result is consistent with Ryff's theory of psychological well-being, which emphasizes balance, autonomy, and positive interpersonal relationships as key determinants of overall mental health. It is also supported by (Salvo-Garrido et al., 2025), who found that balanced role management reduces work stress and enhances life satisfaction among educators (Khonsa, 2025). Therefore, work–life balance plays a critical role in supporting teacher' well-being and fostering resilience in their daily professional activities.

2. The Influence of Professional Competence on Teachers' Psychological Well-Being

The study also shows that professional competence has a significant influence on teachers' psychological well-being. The calculated t-value of 8.708 exceeds the t-table value of 1.976, with a significance level of 0.000 < 0.05. The R-square value of 0.336 indicates that professional competence contributes 33.6% to teachers' psychological well-being, and the Pearson correlation coefficient of 0.579 demonstrates a moderate but significant relationship.

Professional competence includes a Teacher's mastery of subject matter, pedagogical skills, classroom management, instructional innovation, and assessment ability. Teachers who possess strong competencies feel more confident, capable, and appreciated within their school environment (Sheptea Mardhiyah Putri et al., 2024). This sense of capability increases work motivation and creates a positive psychological atmosphere, which in turn strengthens their emotional well-being.

The findings support (Khairunnisa Khairunnisa et al., 2024), who reported that higher professional competence correlates with greater psychological well-being among teachers, as competence enhances self-efficacy and professional pride. Although its contribution is lower than work–life balance, professional competence remains an important determinant of teacher well-being.

3. The Influence of Work–Life Balance and Professional Competence on Teachers' Psychological Well-Being

The results indicate that work–life balance and professional competence simultaneously have a significant influence on teachers' psychological well-being. This is supported by an F-value of 107.324, which is greater than the F-table value of 3.06, with a significance level of $0.000 < 0.05$. The correlation coefficient (R) of 0.768 indicates a strong relationship between the variables. Meanwhile, an R-square value of 0.590 shows that the two variables collectively explain 59% of the variation in psychological well-being.

Both variables contribute to teachers' emotional stability, life satisfaction, and mental health. Work–life balance is proven to have a more dominant effect than professional competence, as indicated by the standardized beta coefficient ($\beta = 0.610$ for work–life balance and $\beta = 0.237$ for professional competence). While teachers with high competence may perform effectively, without the ability to manage work and personal life, they remain at risk of stress and emotional fatigue.

These findings align with (Firjanah et al., 2024) ; (Arifin & Hanif, 2024), who reported that both work–life balance and professional competence contribute to teacher well-being. The difference in this study lies in the greater significance of work–life balance as a predictor, suggesting that emotional balance and stress management are primary determinants of psychological well-being among elementary school teachers in Singorojo District.

In conclusion, this research confirms that work–life balance and professional competence are essential predictors of teachers' psychological well-being. Work–life balance plays a dominant role, while professional competence acts as a supporting factor that strengthens a teacher's sense of capability and fulfillment. Together, they form a strong foundation for teacher well-being, performance sustainability, and school quality improvement.

CONCLUSION

This study concludes that both work–life balance and professional competence play significant roles in shaping the psychological well-being of elementary school teachers in Singorojo Subdistrict. Work–life balance contributes the strongest influence, indicating that teachers' ability to manage personal and professional demands is essential for maintaining emotional stability and overall well-being. Professional competence also contributes meaningfully, showing that mastery of pedagogical skills, content knowledge, and continuous development enhances teachers' confidence

and psychological functioning. Together, these findings affirm that teacher psychological well-being is determined by both personal life-management capacities and professional capabilities. Strengthening these two aspects is therefore crucial for supporting teacher welfare and improving the quality of education in rural elementary school contexts.

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