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Subjective Well Being of Special School Teachers in BARLINGMASCAKEB The Roles of Mindfulness Social Support and Workload

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Abstract

Teacher well-being plays a crucial role in sustaining motivation, performance, and effective instructional practices. Among teachers in special schools, challenges such as high perceived workload and limited social support often contribute to decreased subjective well-being. Therefore, identifying psychological and social resources that can enhance teacher well-being is essential. This study aims to examine the influence of mindfulness and social support on the subjective well-being of teachers in special schools, with perceived workload as a mediating variable. The scope of this study includes the evaluation of both direct and indirect effects of mindfulness and social support on subjective well-being. A quantitative research design using Partial Least Squares Structural Equation Modeling (PLS-SEM) was employed. The sample consisted of teachers from Special Schools (SLB) in the BARLINGMASCAKEB region. Mindfulness was measured using the short version of the Five Facet Mindfulness Questionnaire (FFMQ-10), social support using the Multidimensional Scale of Perceived Social Support (MSPSS), subjective well-being using the Teacher Subjective Well-Being Questionnaire (TSWQ), and perceived workload using a non-standard scale developed for this study. The findings revealed that mindfulness positively influenced subjective well-being (β = 0.362), social support positively influenced subjective well-being (β = 0.264), and perceived workload negatively influenced subjective well-being (β = -0.301). The model explained 58% of the variance in subjective well-being and 42% of the variance in perceived workload. Discriminant validity using the Heterotrait-Monotrait Ratio (HTMT) confirmed that all constructs were empirically distinct. This study concludes that mindfulness and social support are significant resources for improving teacher well-being, both directly and through reducing perceived workload. These findings highlight the importance of psychological interventions and social support systems in schools to strengthen teachers' emotional competence and overall well-being.

Introduction

Teachers in Special Schools (SLB) face more complex responsibilities than those in regular schools, such as designing Individualized Education Programs (IEPs), adapting instruction to diverse student needs, supporting vocational activities, and handling additional administrative duties. These multiple demands often increase workload and may reduce teachers' well-being. Teacher well-being is crucial for maintaining educational quality, as improving it helps lower stress and enhances performance (Carroll et al., 2021; Corbett et al., 2021; Corthorn et al., 2024).

This study focuses on four constructs: mindfulness, social support, workload, and subjective well-being. Mindfulness, defined as full awareness of the present moment without judgment (Brown et al., 2007; Kabat-Zinn, 2003), enables teachers to manage stress and regulate emotions effectively (Fedewa et al., 2022; Hidajat et al., 2023). Social support, which includes emotional and instrumental assistance from colleagues, principals, and family (Cohen & Wills, 1985), serves as a protective factor against stress and fosters motivation (Haldimann et al., 2023; Y. Wu & Qin, 2025).

Workload represents the cognitive, emotional, and administrative demands placed on teachers (Cooper, 2001). When excessive, it can lead to stress and reduced well-being (Bakker & Demerouti, 2007; Corrente et al., 2022; Ferguson et al., 2022; Y. Wang, 2023), though supportive environments can help maintain motivation and resilience (Viac & Fraser, 2020). Grounded in Self-Determination Theory (Deci et al., 2017), subjective well-being improves when autonomy, competence, and relatedness are fulfilled (Diener, 1984; Dunn & Zimmer, 2020).

Despite growing research on teacher well-being, limited studies have focused on special school teachers, particularly regarding the mediating role of workload (Carranza Esteban et al., 2023; Viac & Fraser, 2020). This study examines how mindfulness and social support influence the subjective well-being of SLB teachers through workload, aiming to provide both theoretical understanding and practical strategies for improving well-being in special education contexts.

Theoretical Background and Hypothesis Development

This study is based on a theoretical framework that explains teachers' subjective well-being as the main outcome influenced by mindfulness, social support, and workload. These constructs form the foundation for developing the conceptual model and hypotheses.

Indicators of Teachers' Subjective Well-Being

Subjective well-being refers to an individual's evaluation of life quality, including life satisfaction, positive emotions, and the absence of negative emotions (Diener, 1984; Dunn & Zimmer, 2020). In education, it reflects teachers' emotional stability and sense of belonging at school (Klingbeil & Renshaw, 2018). According to Self-Determination Theory (Deci et al., 2017), well-being increases when autonomy, competence, and relatedness are fulfilled. For special school teachers, well-being also depends on managing stress and adapting to complex student needs (Corthorn et al., 2024).

Mindfulness and Teacher Well-Being

Mindfulness is defined as awareness of the present moment without judgment (Kabat-Zinn, 2003). Rooted in Self-Regulation Theory (Brown et al., 2007), it helps individuals control attention and emotions effectively. Mindful teachers are calmer and more resilient under pressure. Studies show that mindfulness reduces stress and burnout while improving psychological well-being (Corthorn et al., 2024; Fedewa et al., 2022; Hidajat et al., 2023). It may also indirectly improve well-being by lowering perceived workload (Carranza Esteban et al., 2023).

Social Support and Teacher Well-Being

Social support includes emotional and instrumental assistance from colleagues, leaders, and family (Cohen & Wills, 1985). It acts as a protective factor against stress (Haldimann et al., 2023; Y. Wu & Qin, 2025) and enhances motivation and engagement (Ferguson et al., 2022). Supportive environments foster

job satisfaction and reduce perceived workload (Carranza Esteban et al., 2023).

Workload as a Mediating Factor

Workload involves administrative, instructional, and additional duties (Cooper, 2001). The Job Demands and Resources Model (Bakker & Demerouti, 2007) explains that well-being depends on balancing job demands and resources. When workload is high, stress and exhaustion increase, but adequate mindfulness and social support can reduce these negative effects.

When job demands exceed available resources, teachers often experience stress, exhaustion, and lower well-being (Corrente et al., 2022; Y. Wang, 2023). Mindfulness and social support serve as internal and external resources that reduce perceived workload and build resilience (Bakker & Demerouti, 2007; Hidajat et al., 2023; S. Wu et al., 2024). Within this framework, workload functions as a mediating variable connecting mindfulness and social support with teachers' subjective well-being. It represents not only job stress but also a subjective perception shaped by psychological and social factors (Carranza Esteban et al., 2023; Pan et al., 2022; Teetzen et al., 2022; Y. Wang, 2023). A meta-analysis by Teetzen et al. (2022) confirmed that job demands and resources mediate the relationship between workplace conditions and well-being. Teachers with higher mindfulness manage emotions more effectively, while strong social support reduces administrative and emotional pressures (Hidajat et al., 2023; S. Wu et al., 2024). The Job Demands and Resources Model (Bakker & Demerouti, 2007) thus provides the foundation integrating mindfulness, social support, workload, and subjective well-being.

Integrated Theoretical Framework

This study integrates four theoretical perspectives to construct its conceptual model. The Self-Regulation Theory explains that mindfulness helps individuals manage thoughts and emotions to stay focused and adaptive. The Stress Buffering Theory identifies social support as a protective factor against work-related stress. The Job Demands and Resources Model illustrates that teacher well-being depends on balancing job demands, such as workload, with job resources like mindfulness and social support. The Self-Determination Theory adds that well-being improves when autonomy, competence, and relatedness are fulfilled. Together, these theories suggest that mindfulness and social support serve as key resources that reduce workload and enhance the subjective well-being of special school (SLB) teachers, forming the basis of this study's conceptual model..

Table 1
Hypotheses in this study

Code	Hypotheses
H1	Mindfulness has a positive effect on the subjective well-being of SLB teachers.
H2	Social support has a positive effect on the subjective well-being of SLB teachers.
H3	Mindfulness has a negative effect on the workload of SLB teachers.
H4	Social support has a negative effect on the workload of SLB teachers.
H5	Workload has a negative effect on the subjective well-being of SLB teachers.
H6	Workload mediates the effect of mindfulness on the subjective well-being of SLB teachers.
H7	Workload mediates the effect of social support on the subjective well-being of SLB teachers.

Mindfulness and social support act as protective factors that help teachers manage job-related stress, while a high workload functions as a risk factor that reduces subjective well-being (Bakker & Demerouti, 2007). Mindfulness enables teachers to regulate emotions, stay focused, and respond to challenges calmly, thereby decreasing stress levels (Corthorn et al., 2024; Hidajat et al., 2023). Social support from principals, colleagues, and family members provides emotional and practical assistance that strengthens resilience and motivation (S. Wu et al., 2024). Conversely, excessive workload can lead to fatigue, burnout, and decreased well-being if not balanced by sufficient personal and social resources (Ferguson et al., 2022).

The integration of these factors highlights that mindfulness and social support serve as internal and external resources that reduce perceived workload and enhance teachers' subjective well-being. This study examines the effects of mindfulness and social support on the subjective well-being of special school teachers, with workload as a mediating variable, aiming to provide theoretical insights and practical implications for promoting teacher well-being in special education settings.

Methods

The respondents in this study were Special School (SLB) teachers from the BARLINGMASCAKEB region, an acronym referring to five regencies in Central Java Province: Banjarnegara, Purbalingga, Banyumas, Cilacap, and Kebumen. The sample covered SLB levels including SDLB, SMPLB, and SMALB from both public and private institutions. Participants were required to have permanent teacher status (ASN or non-ASN), at least one year of active teaching experience, primary responsibilities in teaching, vocational mentoring, and administrative duties, and to participate voluntarily after providing informed consent. These criteria ensured that the participants represented SLB teachers who handle complex pedagogical and administrative tasks, allowing this study to accurately capture the relationships among mindfulness, social support, workload, and subjective well-being within the context of special education.

Table 2
Demographic Data of Respondents (N = 303)

Demographic Variable	Category	N	%
Regency	Banjarnegara	72	23,8
	Banyumas	64	21,1
	Cilacap	32	10,6
	Kebumen	80	26,4
	Purbalingga	55	18,2
Total		303	100

This study involved 303 Special School (SLB) teachers from the BARLINGMASCAKEB region, which met the sample adequacy criteria for SEM-PLS (Cohen & Wills, 1985; J. F. Hair et al., 2021). Four validated instruments measured mindfulness, social support, workload, and subjective well-being using Likert scales. Data were collected offline with official school permission and analyzed using SmartPLS 4.0 through outer and inner model evaluations and mediation testing.

Data Collection

Data were collected using four validated instruments measuring subjective well-being TSWQ (Renshaw et al., 2015), mindfulness FFMQ-10 (Fourianalistyawati et al., 2023; Kabat-Zinn, 2003), social support R-MSPSS (Oktarina et al., 2021), and workload SLB Teacher Workload Scale, which was developed by the researcher based on (Carranza Esteban et al., 2023; Cooper, 2001; Viac & Fraser, 2020). All instruments demonstrated good validity and reliability (AVE > 0.50; Cronbach's Alpha and Composite Reliability > 0.70). Data were collected from June to September 2025 through school visits in the BARLINGMASCAKEB region, with informed consent obtained from all participants.

Content Validity Test (Expert Judgment)

The content validity test was conducted to ensure that each item in the research instrument accurately represented the intended construct and was relevant to the context of special school (SLB) teachers. Three qualified experts in special needs education, educational psychology, and linguistics evaluated the instrument for construct relevance, clarity, and cultural suitability. Each expert rated the items on two aspects: relevance to the construct and appropriateness within the special education context, using a 1 to 5 scale (1 = very irrelevant, 5 = very relevant). The content validity coefficient was calculated using Aiken's V formula (Aiken Lewis R, 1985) to determine the level of agreement among experts.

$$V = \frac{\sum s}{n(c-1)}$$

Where:

V = Aiken's validity index,

s = the score given by each expert minus the lowest score on the scale,

n = the number of experts providing ratings,

c = the number of scale categories (e.g., 5 for a 1–5 scale).

The expert evaluations showed that all items had high Aiken's V values ranging from 0.83 to 1.00, indicating excellent content validity and strong relevance to the measured construct. Minor editorial revisions were made based on expert feedback to improve clarity and focus without changing the conceptual meaning, ensuring the SLB Teacher Workload Scale was ready for empirical testing.

Data Analysis

Data were analyzed using Structural Equation Modeling–Partial Least Squares (SEM-PLS) with SmartPLS 4.0. The outer model showed good validity and reliability, with all loadings above 0.70, AVE values over 0.50, and Composite Reliability exceeding 0.70 (J. Hair et al., 2020). The inner model produced R^2 values of 0.58 for subjective well-being and 0.42 for workload, both categorized as moderate (Chin & Newsted, 1998). Path analysis indicated that mindfulness and social support positively affected subjective well-being and negatively affected workload, while workload had a negative effect on well-being. Bootstrapping with 5,000 resamples (Preacher & Hayes, 2008) confirmed that workload significantly mediated the effects of mindfulness ($\beta = 0.093$, $p < 0.001$) and social support ($\beta = 0.143$, $p < 0.001$) on subjective well-being. These findings support previous studies showing that excessive workload reduces the positive impact of psychological resources on teacher well-being (Avola et al., 2025; Carranza Esteban et al., 2023; Ferguson et al., 2022; Y. Wang, 2023).

Results

The data collected on mindfulness, social support, workload, and subjective well-being were analyzed using SEM-PLS 4.0. This study employed two types of analysis: descriptive analysis to illustrate the distribution of the data, and inferential analysis to test the proposed structural model.

Table 3
Result of the measurement model

Latent Variable	Manifest	MV	SD	Outer loadings	CA	CR	AVE	Description
Mindfulness (XI)	FFMQ.01	3,373	0,802	0.742	0,93	0,931	0,616	Valid
	FFMQ.02	3,383	0,971	0,79				
	FFMQ.03	3,373	0,959	0,789				
	FFMQ.04	3,429	0,951	0,846				
	FFMQ.05	3,32	0,89	0,714				
	FFMQ.06	3,475	0,867	0,759				
	FFMQ.07	3,409	1,049	0,82				
	FFMQ.08	3,403	0,854	0,741				
	FFMQ.09	3,403	0,987	0,832				
	FFMQ.10	3,403	1,026	0,808				
Social Support (X2)	R-MSPSS.01	3,545	0,963	0,742	0,957	0,958	0,612	Valid
	R-MSPSS.02	3,551	0,977	0,823				
	R-MSPSS.03	3,693	0,986	0,866				
	R-MSPSS.04	3,393	0,948	0,717				
	R-MSPSS.05	3,561	0,955	0,749				
	R-MSPSS.06	3,733	0,936	0,765				
	R-MSPSS.07	3,749	0,997	0,824				
	R-MSPSS.08	3,459	0,943	0,738				
	R-MSPSS.09	3,888	1,041	0,804				
	R-MSPSS.10	3,677	0,902	0,713				
	R-MSPSS.11	3,752	1,038	0,784				
	R-MSPSS.12	3,746	1,04	0,821				
	R-MSPSS.13	3,653	0,906	0,835				
	R-MSPSS.14	3,531	0,932	0,781				
	R-MSPSS.15	3,69	0,963	0,797				
	R-MSPSS.16	3,766	0,948	0,744				
Workload (M)	BKG.01	2,139	1,194	0.859	0,982	0,982	0,656	Valid
	BKG.02	2,785	0,963	0,71				
	BKG.03	2,271	1,078	0,857				
	BKG.04	2,455	0,977	0,759				
	BKG.05	2,459	1,01	0,771				
	BKG.06	2,488	0,985	0,782				
	BKG.07	2,35	1,082	0,809				
	BKG.08	2,515	1,037	0,809				
	BKG.09	2,38	1,11	0,835				
	BKG.10	2,667	1,03	0,704				
	BKG.11	2,459	1,042	0,84				
	BKG.12	2,37	1,076	0,832				
	BKG.13	2,548	1,042	0,767				
	BKG.14	2,234	1,238	0,851				
	BKG.15	2,455	1,058	0,867				

Latent Variable	Manifest	MV	SD	Outer loadings	CA	CR	AVE	Description
	BKG.16	2,297	1,193	0,867				
	BKG.17	2,488	1,034	0,781				
	BKG.18	2,409	0,987	0,875				
	BKG.19	2,429	1,05	0,825				
	BKG.20	2,469	1,02	0,84				
	BKG.21	2,488	0,991	0,82				
	BKG.22	2,541	1,058	0,755				
	BKG.23	2,32	1,081	0,812				
	BKG.24	2,624	0,977	0,732				
	BKG.25	2,277	1,1	0,856				
	BKG.26	2,449	1,061	0,875				
	BKG.27	2,35	1,142	0,849				
	BKG.28	2,356	1,104	0,825				
	BKG.29	2,554	0,935	0,765				
	BKG.30	2,535	0,974	0,723				
Subjective Wellbeing	TSWQ.01	3,284	0,84	0.777	0,913	0,915	0,621	Valid
	TSWQ.02	2,99	0,738	0,778				
	TSWQ.03	3,201	0,802	0,777				
	TSWQ.04	3	0,753	0,807				
	TSWQ.05	3,073	0,789	0,752				
	TSWQ.06	3,033	0,649	0,842				
	TSWQ.07	3,086	0,744	0,762				

The measurement model results showed that all indicators had loading factors above 0.70, Average Variance Extracted (AVE) values greater than 0.50, and Composite Reliability (CR) values exceeding 0.70, indicating good convergent validity. Each construct also demonstrated adequate internal reliability, supported by satisfactory Cronbach's Alpha values. Overall, these results confirm that the instruments met the validity and reliability criteria and were suitable for further structural analysis (J. Hair et al., 2020)

Table 4
Discriminant Validity Test

Heterotrait-monotrait ratio (HTMT) - List	Heterotrait-monotrait ratio (HTMT)
Social Support (X2) <-> Workload (M)	0,663
Mindfulness (X1) <-> Workload (M)	0,590
Mindfulness (X1) <-> Social Support (X2)	0,573
Subjective Well-being (Y) <-> Workload (M)	0,711
Subjective Well-being (Y) <-> Social Support (X2)	0,697
Subjective Well-being (Y) <-> Mindfulness (X1)	0,729

The discriminant validity test using the Heterotrait-Monotrait Ratio (HTMT) showed that correlations among constructs ranged from 0.573 to 0.729, below the 0.90 threshold. These results indicate no multicollinearity issues, confirming that mindfulness, social support, workload, and subjective well-being were empirically distinct variables, thus supporting the validity of the subsequent path analysis (Henseler et al., 2015).

Table 5
Results of Path Coefficient Test (Bootstrapping) in the Structural Model

Relationships Between Variables	Original sample (O)	Sample mean (M)	Standard deviation	T statistics	P values
Mindfulness _(X1) ->	0,362	0,363	0,050	7,284	0,000
Subjective Wellbeing _(Y)					
Social Su0port _(X2) ->	0,264	0,265	0,056	4,723	0,000
Subjective Wellbeing _(Y)					
Workload _(M) ->	-0,301	-0,300	0,052	5,828	0,000
Subjective Wellbeing _(Y)					
Mindfulness _(X1) ->	-0,310	-0,312	0,053	5,862	0,000
Workload _(M)					
Social Support _(X2) ->	-0,476	-0,476	0,045	10,515	0,000
Workload _(M)					

Path analysis showed that mindfulness and social support positively affected subjective well-being and negatively affected workload, while workload negatively influenced well-being. The model had moderate explanatory power with R^2 values of 0.58 for subjective well-being and 0.42 for workload (Chin & Newsted, 1998). Bootstrapping with 5,000 resamples confirmed that workload significantly mediated the effects of mindfulness ($\beta = 0.093$, $p < 0.001$) and social support ($\beta = 0.143$, $p < 0.001$) on well-being, indicating that both factors enhance teacher well-being directly and indirectly by reducing workload.

Discussion

The findings indicate that mindfulness positively influences the subjective well-being of special school (SLB) teachers. This result supports previous studies (Corbett et al., 2021; Corthorn et al., 2024; Fedewa et al., 2022; Lucas-Thompson & Moran, 2023) showing that mindfulness reduces occupational stress and improves mental health. Based on Self-Regulation Theory, mindfulness helps individuals regulate emotions and attention more effectively (Brown et al., 2007). Mindful SLB teachers tend to remain calm, balanced, and resilient in challenging situations, using mindfulness as both a coping strategy and a psychological resource that supports long-term emotional stability (Mamta & Singh, 2021)

Social support also contributes significantly to teacher well-being. Teachers who receive support from principals, colleagues, and families report higher satisfaction and emotional balance. This aligns with studies identifying social support as a major predictor of job satisfaction and well-being (Carranza Esteban et al., 2023; Haldimann et al., 2023). According to the Stress Buffering Theory (Cohen & Wills, 1985), social support mitigates the negative effects of stress by providing reassurance, assistance, and a sense of belonging. In the demanding context of special schools, social support helps teachers feel appreciated and connected, enhancing their subjective well-being.

Conversely, workload has a negative impact on teachers' well-being. Excessive administrative and instructional demands cause fatigue and reduced motivation. Previous research (Carranza Esteban et al., 2023; Ferguson et al., 2022; Viac & Fraser, 2020) has shown that high workload contributes to burnout and absenteeism. The Job Demands and Resources Model (Bakker & Demerouti, 2007) explains that well-being declines when demands exceed resources. Mediation analysis confirmed that workload mediates the effects of mindfulness and social support on well-being, with their positive influence diminishing under heavy workload. This supports (Viac & Fraser, 2020), who emphasized that improving teacher well-being requires both personal interventions and structural efforts to reduce administrative burdens. Teachers with higher mindfulness and stronger support view workload as a manageable challenge, reducing its negative impact on well-being.

Implications

This study expands the understanding of teachers' subjective well-being by identifying workload as a mediating variable linking mindfulness and social support to well-being. The findings show that while mindfulness and social support are key protective factors, their positive effects decrease when workload is excessive, highlighting that teacher well-being depends not only on personal and social resources but also on organizational conditions (Corrente et al., 2022; Corthorn et al., 2024; Y. Wang, 2023). Practically, schools should implement mindfulness-based programs to reduce stress and burnout (Avola et al., 2025; Hidajat et al., 2023) and strengthen peer and mentoring support systems to improve engagement and job satisfaction (Haldimann et al., 2023; S. Wu et al., 2024). Local governments should also reduce administrative burdens in special schools to allow teachers to focus on teaching and mentoring, aligning with OECD recommendations that lighter workloads enhance teacher well-being and educational quality (Gadermann et al., 2023; Pagán-Castaño et al., 2021).

Limitations and Suggestions for Further Research

This study has several limitations. First, its cross-sectional design only identifies associations rather than causal relationships, consistent with (De Rubeis et al., 2024), who noted that cross-sectional designs limit assessments of temporality and the direction of relationships between teacher and student mental health outcomes., who noted that such designs cannot capture the dynamic nature of teacher well-being. Second, the use of self-report questionnaires may cause response bias, as teachers' perceptions are influenced by organizational culture, workload expectations, and post-pandemic conditions (Gadermann et al., 2023). Third, the study focused solely on special school (SLB) teachers in the Barlingmascakeb region and did not differentiate respondents by teaching

level, which may affect workload and emotional demands. Previous research shows that workload intensity and emotional stress can vary across teaching levels, particularly between primary and secondary teachers (Hulme et al., 2025; H. Wang et al., 2025). Therefore, future research should include teachers from various educational levels to better understand these differences.

Longitudinal studies are recommended to examine changes in teachers' well-being over time (Corthorn et al., 2024; Squires et al., 2022). Experimental or quasi-experimental designs could also test the effectiveness of mindfulness and social support interventions (Wu & Qin, 2025). Comparative studies between special and regular school teachers would provide insights into contextual differences affecting well-being (Ferguson et al., 2022; Haldimann et al., 2023). Additionally, future research should consider spiritual and religious dimensions, as recent studies show that spirituality and gratitude can enhance resilience and overall well-being among teachers. Spiritual well-being has been found to negatively correlate with burnout and emotional exhaustion (Pong, 2022), while gratitude interventions have been shown to improve psychological and subjective well-being in educational settings (Walsh et al., 2023).

Conclusions

This study concludes that mindfulness and social support significantly enhance the subjective well-being of special school (SLB) teachers in the Barlingmascakeb region, while workload negatively affects well-being and mediates these relationships. These results emphasize that teacher well-being depends not only on psychological and social factors but also on how workload is perceived and managed, consistent with the Job Demands–Resources framework (Bakker & Demerouti, 2007). Practically, the findings highlight the need for integrated interventions that combine individual and organizational efforts. Mindfulness training can improve teachers' emotional regulation and resilience (Corthorn et al., 2024; Y. Wu & Qin, 2025), and strong social support from school leaders, colleagues, and families helps buffer against stress and burnout (Ferguson et al., 2022; Haldimann et al., 2023). Reducing administrative workload is also essential to enable teachers to focus on core teaching responsibilities, as emphasized by OECD and other researchers (Gadermann et al., 2023; Viac & Fraser, 2020). Overall, improving the well-being of SLB teachers requires a holistic approach that integrates psychological, social, and organizational strategies to ensure sustainable well-being and enhance the quality of inclusive education.

Declarations

Clinical trial number

Clinical trial number: not applicable.

Ethics approval and consent to participate

This study was approved by the Ethics Committee of Faculty of Psychology Universitas Muhammadiyah Purwokerto under approval number C9-VIII/035-S.Ph/M.Psi/VI/2025. All procedures performed in this study involving human participants were conducted in accordance with relevant institutional guidelines and regulations and were in line with the Helsinki, 1964 Declaration and its later amendments or comparable ethical standards. Informed consent was obtained from all participants prior to their participation in the study.

Consent to publish

Consent to publish: not applicable, as this manuscript does not contain identifiable individual data.

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Author Contribution

Ridlo Kamaludin Hendardi: conceptualization, methodology, investigation, data curation, formal analysis, and writing original draft. Nur'aeni: supervision, conceptualization, methodology, and writing review and editing. Rr. Setyawati: supervision, methodology, validation, and writing review and editing. Ugung Dwi Ario Wibowo: supervision, validation, and writing review and editing. Mohd Nazri Abdul Rahman: validation, methodological review, and writing review and editing. All authors read and approved the final manuscript.

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Data Availability

The datasets generated and/or analyzed during the current study are not publicly available due to privacy and ethical restrictions involving human participants, but are available from the corresponding author on reasonable request.

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Figures

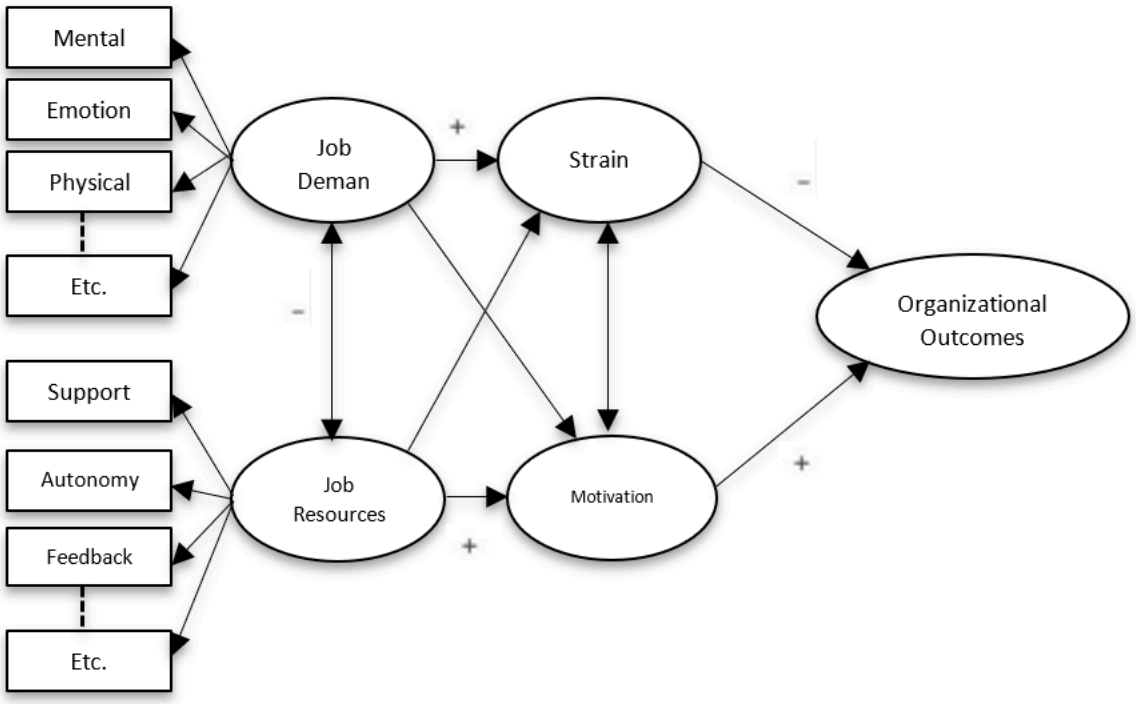


Figure 1

The Job Demands-Resources Model

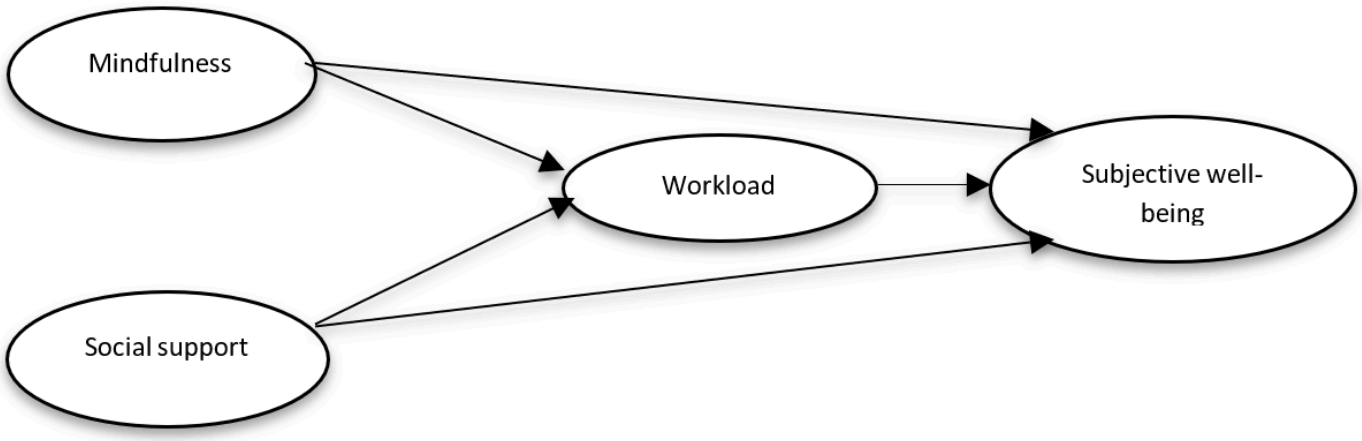


Figure 2

Conceptual Framework of the Study

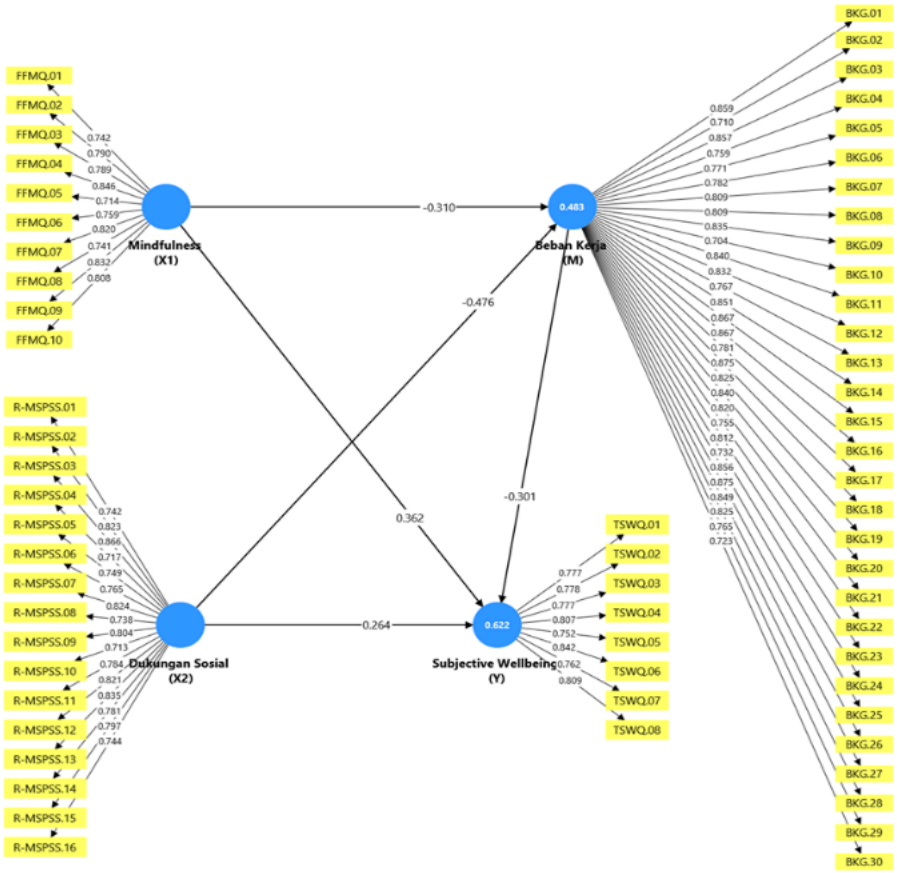


Figure 3

Structural Model Diagram