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# Workload and Psychological Well-Being among ASN Teachers at SMAN 1 Solok Selatan

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**Abstract**

Teachers' psychological well-being is essential for maintaining effective and sustainable professional functioning; however, increasing demands within school environments may create excessive workloads that undermine their well-being. This study examined the relationship between workload and psychological well-being among state civil apparatus (ASN) teachers at SMAN 1 Solok Selatan. A quantitative correlational design was employed, involving 39 ASN teachers selected through saturated sampling. Data were collected using a 24-item workload scale and the 35-item Ryff Psychological Well-Being Scale and analyzed using Pearson's product–moment correlation. The results demonstrated a statistically significant, moderate negative relationship between workload and psychological well-being ($r = -0.445$, $p = .005$), indicating that higher workload was associated with lower psychological well-being. The squared correlation coefficient ($R^2 = .198$) indicated that workload shared 19.8% of the variance in psychological well-being, while the remaining variance was not accounted for by workload in the bivariate model. These findings underscore the importance of managing teachers' workload to protect their psychological well-being and sustain their professional functioning. The study provides


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practical implications for schools and educational stakeholders seeking to establish more balanced workload arrangements and supportive work environments. Further research should investigate additional individual, organizational, and occupational factors associated with teachers' psychological well-being.

**Keywords:** ASN Teachers; Occupational Well-Being; Psychological Well-Being; Teacher Workload; Secondary Education

## INTRODUCTION

Teachers play a strategic role in the educational process because the quality of education is closely related not only to curriculum and educational facilities but also to the professional and psychological conditions of teachers. Teachers are responsible for transferring knowledge, skills, and values to students while maintaining effective interactions and creating a conducive learning environment (Soran, 2025). Therefore, teachers' psychological well-being is an important aspect in supporting the sustainability of their professional roles. Psychological well-being refers to a condition of optimal psychological functioning characterized by self-acceptance, positive relations with others, autonomy, environmental mastery, purpose in life, and personal growth (Ryff, 1989, 2014). In the context of the teaching profession, psychological well-being provides an important psychological foundation for teachers to perform their educational responsibilities consistently, meaningfully, and sustainably (Darling-Hammond, 2017).

Psychological well-being reflects more than the absence of psychological problems; it represents an individual's ability to function positively and adaptively in managing various life demands (Shengyao et al., 2024). Individuals with good psychological well-being tend to maintain positive attitudes toward themselves and others, regulate their behavior, make independent decisions, and adapt effectively to environmental demands (Batubara et al., 2022). Psychological well-being is also associated with individuals' ability to regulate emotions and respond adaptively to challenging circumstances. Individuals with optimal psychological well-being are more capable of maintaining psychological resilience when facing pressure and sustaining their involvement and commitment to their work (Aspinwall & Staudinger, 2003). Thus, psychological well-being can function as a psychological resource that enables teachers to remain adaptive amid the dynamics and complexity of the school environment.

However, teachers do not always experience optimal psychological well-being. Teachers' psychological well-being may be affected by work-related conditions, including high job demands, administrative pressure, limited resources, and an imbalance between work demands and available resources (OECD, 2019). Skaalvik & Skaalvik (2017) also emphasized that teachers who face work demands exceeding their capacity and available resources are more likely to experience prolonged work stress and declining psychological well-being. These conditions indicate that the work environment constitutes an important context for understanding teachers' psychological well-being, particularly when teachers are required to manage multiple demands simultaneously.

One work-related factor that is particularly relevant to teachers' psychological well-being is workload. Workload refers to the demands of tasks, the effort required to perform those tasks, and the level of performance expected from individuals in carrying out their work (Leva et al., 2022). Workload therefore does not merely concern the amount of work that must be completed but also encompasses the physical and psychological effort required to meet work demands. Bowling et al. (2015) further explain that workload involves the amount of work, the pace of task completion, and the extent to which work demands are perceived as pressure by individuals. When excessive workload occurs continuously without adequate management, it may contribute to fatigue, work stress, and declining psychological well-being (Wahab et al., 2024).

In the educational context, teachers' workload is multidimensional because teachers are required to perform teaching activities, prepare learning materials, assess students' learning outcomes, complete administrative responsibilities, and participate in various school activities beyond formal teaching hours (OECD, 2019). According to Gawron (2008), workload can be viewed through mental, physical, and time-related demands. Mental workload involves cognitive demands such as concentration, information processing, problem solving, and decision-making; physical workload concerns the physical energy required to perform tasks; while time-related workload concerns the pressure to complete tasks within limited time. Consequently, increasing task volume, task complexity, and time pressure may place greater demands on teachers' physical and psychological resources.

The relationship between workload and psychological well-being can be explained through the Job Demands–Resources (JD-R) Model. Bakker & Demerouti (2017) explain that high job demands, including excessive workload, can undermine employee well-being

when they are not adequately balanced by sufficient job resources. In this context, excessive workload may require teachers to continuously expend physical and psychological energy, potentially affecting their ability to regulate emotions, manage their work environment, maintain positive interpersonal relationships, and pursue personal development. Empirical studies have also reported associations between workload and teachers' psychological well-being. Mururi et al. (2025) found that excessive workload was associated with emotional exhaustion and lower psychological well-being among secondary school teachers. Similarly, Collie (2023) found that high job demands were significantly associated with psychological well-being among teachers.

This issue is particularly relevant to ASN teachers at SMAN 1 Solok Selatan. Based on preliminary observations and interviews conducted on November 3–4, 2025, several ASN teachers reported that increasing work demands had affected their psychological condition. Some teachers reported difficulties completing increasing amounts of work optimally, accompanied by dissatisfaction with themselves and a tendency to blame themselves for their limitations. Other teachers described becoming more emotionally reactive and less patient as a result of work-related fatigue, affecting their interactions with colleagues and students. Teachers also reported difficulties managing multiple tasks and time demands, feelings of being overwhelmed, and reduced opportunities for personal and professional development. These conditions correspond to several dimensions of psychological well-being, including self-acceptance, positive relations with others, autonomy, environmental mastery, purpose in life, and personal growth.

The situation is further associated with a reduction in teaching personnel during 2023–2025, particularly following the dismissal of honorary teachers and the absence of new teacher recruitment at the senior high school level. In 2025, more than 500 honorary teachers in Solok Selatan were reportedly affected by the dismissal process (Harian Haluan, 2025). The reduction in teaching personnel consequently increased the responsibilities assumed by remaining ASN teachers. In addition to teaching duties, teachers were required to undertake additional responsibilities such as serving as homeroom teachers, duty teachers, extracurricular supervisors, and completing academic and administrative tasks. Some administrative responsibilities also had to be completed outside formal working hours, reducing the time available for rest and recovery.

Previous studies have examined teachers' psychological well-being from different perspectives. Ritonga (2025) investigated the relationship between work stress and psychological well-being among teachers at SMA Negeri 1 Medan and found a significant negative relationship between the two variables ($r = -0.709$, $p < 0.001$), with work stress contributing 50.3% to psychological well-being. However, work stress represents a psychological response to work demands, whereas the present study focuses on workload as a characteristic of the demands themselves. Wang et al. (2024) examined the effects of workload, organizational support, and work engagement on psychological well-being among secondary school teachers using path analysis. Unlike that study, the present research focuses specifically on the relationship between workload and psychological well-being without incorporating organizational support and work engagement as additional variables. Furthermore, Wang et al. (2024) examined secondary school teachers outside the Indonesian context. Maharani & Wati (2021), meanwhile, examined psychological well-being and self-efficacy in relation to stress among early childhood teachers, positioning psychological well-being as a predictor rather than as the outcome variable examined in the present study.

These differences indicate a research gap concerning the relationship between workload and psychological well-being among ASN teachers in a specific Indonesian senior high school context characterized by increasing responsibilities and limited teaching personnel. The present study addresses this gap by examining workload as a work-related demand and psychological well-being as the psychological outcome among ASN teachers at SMAN 1 Solok Selatan. The study is theoretically grounded in Ryff's conceptualization of psychological well-being, which comprises self-acceptance, positive relations with others, autonomy, environmental mastery, purpose in life, and personal growth (Ryff, 2014), and is further supported by the Job Demands–Resources Model, which explains the potential impact of excessive job demands on employee well-being (Bakker & Demerouti, 2017).

Accordingly, this study focuses on examining the relationship between workload and psychological well-being among ASN teachers at SMAN 1 Solok Selatan. The study aims to determine the level of workload experienced by ASN teachers, describe their psychological well-being, and empirically examine the relationship between the two variables. The findings are expected to contribute empirical evidence to the literature on teachers' psychological well-being and provide practical considerations for schools and relevant educational stakeholders in developing more balanced workload management and supportive working conditions for teachers.

## METHODS

This study employed a quantitative approach with a correlational method. The quantitative approach was used because the study involved numerical data and statistical analysis to examine the relationship between workload and psychological well-being. A correlational design was employed to determine the direction, strength, and significance of the relationship between the two variables, namely workload as the independent variable and psychological well-being as the dependent variable (Creswell & Creswell, 2018).

The study was conducted among ASN teachers at SMAN 1 Solok Selatan, with a population of 39 teachers. Because the population was relatively limited, the study employed saturated sampling, in which all members of the population were included as research participants. Thus, the final sample consisted of 39 ASN teachers. Data on participants' characteristics were collected through the questionnaire distributed using Google Forms.

Data were collected using questionnaires administered through Google Forms. Both variables were measured using Likert-type scales. Workload was measured using a 24-item workload scale developed by Putri & Guspa (2024), based on the workload dimensions proposed by Gawron (2008), namely time load, mental load, and psychological load. The scale consisted of favorable and unfavorable items and used five response options: strongly agree, agree, sometimes, disagree, and strongly disagree.

Psychological well-being was measured using the 35-item Ryff's Psychological Well-Being Scale (RPWBS) developed by Carol D. Ryff and previously used by Anggraini (2020). The instrument measures six dimensions of psychological well-being: self-acceptance, positive relations with others, autonomy, environmental mastery, purpose in life, and personal growth. The scale used five response categories ranging from strongly agree to strongly disagree.

Prior to data collection, the instruments underwent validity and reliability assessment. Empirical item validity was examined using Pearson Product Moment correlation, with an item considered valid when its correlation coefficient exceeded the reported critical value of $r = 0.444$. Content validity was also considered by examining the logical correspondence between the items and the theoretical dimensions of each construct. Instrument reliability was assessed using Cronbach's alpha through the Reliability Analysis procedure in SPSS. The workload scale had a reported Cronbach's alpha of 0.952, while the psychological well-being scale had a Cronbach's alpha of 0.905, both exceeding the 0.70 criterion used in the study.

The research procedure consisted of three stages: preparation, implementation, and evaluation. During the preparation stage, the researcher developed and prepared the instruments based on the relevant theoretical frameworks, consulted with the research supervisor, obtained research permission, and conducted instrument testing. During the implementation stage, questionnaires were distributed to the ASN teachers together with information concerning the purpose of the study, confidentiality of the data, and questionnaire completion procedures. After the data were collected, the responses were checked, coded, and entered into SPSS. The evaluation stage involved statistical analysis and interpretation of the findings in accordance with the research objectives.

Data analysis was conducted using SPSS. Before testing the research hypothesis, the data were examined for normality and linearity. Normality was assessed using the One-Sample Kolmogorov–Smirnov test, while linearity was examined using the Test for Linearity. The normality test produced significance values of 0.092 for workload and 0.200 for psychological well-being, indicating normally distributed data. The linearity test produced a significance value of 0.750 for Deviation from Linearity and 0.010 for Linearity, supporting a linear relationship between the variables. The research hypothesis was subsequently tested using the Pearson Product Moment correlation to determine the direction, strength, and significance of the relationship between workload and psychological well-being.

## RESULTS

The study involved 39 ASN teachers at SMAN 1 Solok Selatan. The results are presented in a systematic sequence covering respondents' characteristics, descriptive statistics, variable categorization, assumption testing, and hypothesis testing.

### Respondents' Characteristics

The characteristics of the respondents were examined based on gender and age. As presented in Table 1, the majority of respondents were female (74.36%), while male respondents accounted for 25.64%. In terms of age, the largest proportion of respondents was in the 40–49 age group (38.46%), followed by the 50–60 age group (35.90%) and the 30–39 age group (25.64%).

**Table 1. Characteristics of Respondents**

| Characteristic | Category | n | % |
|---|---|---|---|
| Gender | Male | 10 | 25.64 |
| | Female | 29 | 74.36 |
| Age | 30–39 years | 10 | 25.64 |
| | 40–49 years | 15 | 38.46 |
| | 50–60 years | 14 | 35.90 |
| Total | | 39 | 100 |

## Descriptive Statistics

The descriptive statistics of workload and psychological well-being are presented in Table 2. Workload scores ranged from 66 to 86, with a mean of 76.28 and a standard deviation of 5.62. Meanwhile, psychological well-being scores ranged from 102 to 158, with a mean of 124.44 and a standard deviation of 13.79.

**Table 2. Descriptive Statistics of Research Variables**

| Variable | Min | Max | Mean | SD |
|---|---|---|---|---|
| Workload | 66 | 86 | 76.28 | 5.62 |
| Psychological Well-Being | 102 | 158 | 124.44 | 13.79 |

## Variable Categorization

The categorization results for workload and psychological well-being are presented in Table 3. Most respondents experienced workload at a moderate level, with 24 respondents (61.54%), while 15 respondents (38.46%) were categorized as having high workload. No respondents were classified into the very high, low, or very low workload categories.

For psychological well-being, 23 respondents (58.97%) were classified in the very low category and 16 respondents (41.03%) in the low category. No respondents were classified in the moderate, high, or very high categories.

**Table 3. Distribution of Workload and Psychological Well-Being Categories**

| Variable | Category | n | % |
|---|---|---|---|
| Workload | Very High | 0 | 0 |
| | High | 15 | 38.46 |
| | Moderate | 24 | 61.54 |

| | | | |
|---|---|---|---|
| | Low | 0 | 0 |
| | Very Low | 0 | 0 |
| Psychological Well-Being | Very High | 0 | 0 |
| | High | 0 | 0 |
| | Moderate | 0 | 0 |
| | Low | 16 | 41.03 |
| | Very Low | 23 | 58.97 |
| Total | | 39 | 100 |

Assumption Testing

Before hypothesis testing, normality and linearity tests were conducted. As shown in Table 4, the significance value of the normality test was 0.092 for workload and 0.200 for psychological well-being. Both values were greater than 0.05. The linearity test produced a significance value of 0.010 for Linearity and 0.750 for Deviation from Linearity.

**Table 4. Normality and Linearity Test Results**

| Test | Variable/Component | Sig. | Criterion | Result |
|---|---|---|---|---|
| Normality | Workload | 0.092 | > 0.05 | Normal |
| Normality | Psychological Well-Being | 0.200 | > 0.05 | Normal |
| Linearity | Linearity | 0.010 | < 0.05 | Linear |
| Linearity | Deviation from Linearity | 0.750 | > 0.05 | Linear |

## Hypothesis Testing

The relationship between workload and psychological well-being was examined using the Pearson Product Moment correlation. The results are presented in Table 5. The analysis yielded a correlation coefficient of $r = -0.445$ with a significance value of $p = 0.005$ based on 39 respondents. The coefficient of determination was $R^2 = 0.198$, indicating that workload accounted for 19.8% of the variance in psychological well-being, while the remaining 80.2% was associated with other factors outside the scope of this study.

**Table 5. Pearson Product Moment Correlation between Workload and Psychological Well-Being**

| Variables | r | p | $R^2$ | N |
|---|---|---|---|---|
| Workload – Psychological Well-Being | −0.445 | 0.005 | 0.198 | 39 |

The results indicate a significant negative relationship between workload and psychological well-being among ASN teachers at SMAN 1 Solok Selatan. Thus, the research hypothesis stating that there is a significant relationship between workload and psychological well-being is supported.

## DISCUSSION

The findings of this study demonstrate a significant negative relationship between workload and psychological well-being among ASN teachers at SMAN 1 Solok Selatan. The Pearson Product Moment analysis produced a correlation coefficient of $r = -0.445$ with $p = 0.005$, indicating a statistically significant inverse relationship between the two variables. The magnitude of the correlation indicates a moderate relationship, meaning that higher workload tends to be accompanied by lower psychological well-being among the teachers involved in this study. The coefficient of determination ($R^2 = 0.198$) further indicates that workload accounts for 19.8% of the variance in psychological well-being, while the remaining 80.2% is associated with other factors outside the variables examined in this study. These findings support the research hypothesis that workload is significantly related to psychological well-being among ASN teachers at SMAN 1 Solok Selatan.

The negative direction of the relationship can be understood from the characteristics of workload experienced by the teachers. Workload is not limited to the quantity of tasks but also encompasses mental demands, physical demands, and time pressure (Longo et al., 2022). In the present context, the workload experienced by ASN teachers is reflected in the combination of teaching responsibilities, additional school duties, administrative tasks, and the need to complete some responsibilities outside formal working hours. The study's preliminary observations indicated that the reduction in teaching personnel resulted in additional responsibilities being assumed by remaining ASN teachers, including homeroom duties, teacher duty assignments, extracurricular supervision, and academic and administrative activities. These conditions represent an accumulation of task volume, task complexity, and time demands that may require greater expenditure of physical and psychological resources.

The finding is consistent with the Job Demands–Resources (JD-R) Model, which conceptualizes workload as one form of job demand that requires sustained physical and

psychological effort. Demerouti (2025) explains that high job demands may undermine employee well-being when they are not adequately balanced by available job resources. From this perspective, the negative relationship identified in this study suggests that when teachers perceive greater demands in completing their work, their psychological resources may become increasingly challenged. This is relevant to psychological well-being as conceptualized by Ryff (2014) as stated in Zhang et al. (2025) which encompasses self-acceptance, positive relations with others, autonomy, environmental mastery, purpose in life, and personal growth. Persistent work demands may make it more difficult for teachers to maintain these dimensions when their available time and energy are increasingly allocated to completing work responsibilities.

The descriptive findings provide additional context for interpreting this relationship. Most respondents reported a moderate workload (61.54%), while the remaining 38.46% were categorized as having high workload. At the same time, psychological well-being was concentrated in the low (41.03%) and very low (58.97%) categories. The combination of these findings indicates that although the majority of teachers were not categorized as having a very high workload, their psychological well-being was nevertheless predominantly low. This pattern goes along with Wang (2024), where it suggests that workload is a relevant factor but not the sole determinant of teachers' psychological well-being. The $R^2$ value of 19.8% supports this interpretation, as a substantial proportion of the variance in psychological well-being remains associated with other factors not examined in the present study.

This interpretation is consistent with the conceptualization of psychological well-being as a multidimensional construct influenced by both personal and contextual factors (Blasco-Belled & Alsinet, 2022). Keyes et al. (2002) identified several factors associated with psychological well-being, including socioeconomic status, social networks, personal competence, religiosity, personality, and gender. Therefore, the relationship identified in this study should not be interpreted as indicating that workload alone determines teachers' psychological well-being. Rather, workload represents one work-related factor that is significantly associated with the psychological condition of the teachers in the study.

The findings are also consistent with previous empirical research examining teachers' work demands and psychological well-being. Flaviani & Astuti (2023) reported that excessive workload was associated with increased emotional exhaustion and lower psychological well-being among secondary school teachers. Similarly, Ibrahim et al. (2021) found that job

demands were significantly associated with psychological well-being among teachers. The consistency between these findings and the present study strengthens the empirical evidence that work-related demands are relevant to teachers' psychological well-being.

The present findings also complement the study by Ritonga (2025), which found a significant negative relationship between work stress and psychological well-being among teachers at SMA Negeri 1 Medan, with $r = -0.709$ and $p < 0.001$. Although both studies demonstrate an inverse relationship with psychological well-being, the independent variables are conceptually different. Ritonga (2025) examined work stress as a psychological response to occupational demands, whereas the present study examines workload as a characteristic of the work demands themselves. The lower correlation coefficient observed in the present study may therefore reflect the distinction between workload and the psychological response represented by work stress, as well as differences in participant characteristics and research context.

The findings also differ in scope from Wang et al. (2024), who examined workload together with organizational support and work engagement in relation to psychological well-being among secondary school teachers using path analysis. The present study focuses specifically on the direct relationship between workload and psychological well-being among ASN teachers in a particular Indonesian senior high school context. This contextual focus provides empirical evidence concerning teachers who experience increased responsibilities following reductions in teaching personnel. Meanwhile, Maharani & Wati (2021) examined psychological well-being and self-efficacy as predictors of stress among early childhood teachers, positioning psychological well-being differently from the present study. These distinctions reinforce the contextual contribution of the present research.

From a theoretical perspective, the findings support the relevance of the JD-R Model in explaining the relationship between work demands and psychological well-being among teachers. The study provides empirical evidence that workload, as a form of job demand, is significantly associated with psychological well-being in an educational setting characterized by additional work responsibilities. At the same time, the finding that workload explains only 19.8% of the variance indicates that the JD-R perspective should be considered together with other personal and contextual resources when understanding teachers' well-being. This is consistent with the broader conceptualization of psychological well-being proposed by Ryff

(2014), which emphasizes multiple dimensions of positive psychological functioning rather than a single determinant.

Practically, the findings suggest that schools and relevant educational stakeholders should consider workload management as part of efforts to maintain teachers' psychological well-being. Workload management may involve more balanced distribution of additional duties, simplification of administrative responsibilities, and consideration of available teaching personnel when assigning responsibilities. The findings may also provide a basis for schools to identify situations in which workload demands exceed teachers' available time and resources. Such measures are relevant because the preliminary findings indicated that some teachers were required to complete additional administrative and educational responsibilities beyond their formal teaching duties.

This study nevertheless has several limitations. First, the study involved only 39 ASN teachers from one senior high school, meaning that the findings should be interpreted within the specific context of SMAN 1 Solok Selatan and should not be generalized broadly to all teachers or ASN employees. Second, the correlational design identifies the direction and strength of the relationship between workload and psychological well-being but does not establish a causal relationship. Third, workload explained 19.8% of the variance in psychological well-being, indicating that other relevant factors were not included in the analytical model. Future research could therefore involve larger and more diverse samples, include teachers from multiple schools or regions, and examine additional factors such as organizational support, work engagement, self-efficacy, social support, and other personal or contextual variables. Comparative or longitudinal designs could also provide a more comprehensive understanding of how changes in workload relate to changes in teachers' psychological well-being over time.

## CONCLUSION

This study concludes that workload is significantly and negatively related to psychological well-being among ASN teachers at SMAN 1 Solok Selatan. The findings indicate that teachers experiencing greater workload tend to report lower psychological well-being. Thus, the study supports the proposed hypothesis and demonstrates that workload represents a relevant work-related factor in understanding teachers' psychological well-being within the context examined.

The study contributes empirical evidence to the literature on teacher well-being by examining the relationship between workload and psychological well-being among ASN teachers in a specific senior high school context. The findings also reinforce the relevance of understanding teachers' psychological well-being in relation to their work demands, particularly in contexts where teachers assume additional responsibilities due to limited teaching personnel. Practically, the findings highlight the importance of proportionate workload distribution and supportive working conditions as considerations for schools and relevant educational stakeholders.

Future research is recommended to involve larger samples and teachers from multiple schools or regions to improve the broader applicability of the findings. Further studies may also examine other factors associated with psychological well-being, such as organizational support, work engagement, self-efficacy, and social support. Longitudinal or comparative research designs may additionally provide a more comprehensive understanding of the relationship between changes in workload and teachers' psychological well-being over time.

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