

## The Effect Between Work Motivation and Self-Efficacy on Occupational Well-Being in Public Elementary School (SDN) Teachers in Pati District

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### ABSTRACT

**Objective:** This study investigates the influence of work motivation and self-efficacy on the occupational well-being of public elementary school teachers in Pati District. **Method:** A quantitative approach was employed, utilizing multiple linear regression analysis on data collected from 203 teachers through an online questionnaire using a 4-point Likert scale. Validated and reliable instruments were used to measure work motivation, self-efficacy, and occupational well-being. **Results:** The findings indicate that both work motivation and self-efficacy have a significant and positive effect on teachers' occupational well-being. Higher levels of these internal psychological factors are associated with increased well-being, with the combined variables explaining 51.5% of the variance in occupational well-being. **Novelty:** This study provides a novel contribution by focusing specifically on public elementary school teachers, a group often overlooked in well-being research. It underscores the importance of internal psychological resources in supporting educators' professional satisfaction and suggests that enhancing motivation and self-efficacy may serve as strategic levers for improving the quality of education in elementary schools.

## INTRODUCTION

Education plays an important role in nation building, through human resource development strategies in Indonesia. Education as the main foundation besides health in producing a quality generation. Fitriani et al. (2024) explained that education functions as a conscious means used to continue cultural heritage to the next generation. According to Ki Hajar Dewantara, education is a way to meet the growth needs of children. Education aims to guide all the potentials that exist in each individual child so that they can achieve safety and happiness. The educational process is carried out in a learning atmosphere that encourages students to actively develop their children. Kenmandola (2022) states that in this process, individuals are guided to develop spirituality, control themselves, form personalities, increase intelligence, build noble morals, and master skills that are useful for personal and social life. Education has an important role in overcoming ignorance, poverty, improving people's living standards, and advancing the dignity of the nation. Therefore, the government is committed to addressing various educational challenges at all levels, from primary education to higher education. As stipulated in Law Number 20 of 2003 concerning the National Education System, the goal of national education is to develop the potential of students to become individuals who have faith, piety, noble character, healthy, knowledgeable, creative, independent, and become democratic and responsible citizens [20]. Teachers have a role as one of the main components in the education system, along with students, curriculum, learning media, and facilities and infrastructure.

Teachers not only play the role of teachers, but also as guides, motivators, and facilitators in building a conducive learning environment. Teachers can be considered as a position or profession for those who have devoted themselves to the world of education through educational interactions, either patterned, formal, or systematic [13]. According to the Law of the Republic of Indonesia No. 14 of 2005, teachers are professional education that has the main task of educating, teaching, guiding, directing, training, assessing, and evaluating their students in early childhood education through formal education, primary education, and secondary education. A teacher is required to master competencies that have been determined by the government, which include competencies in pedagogic, personality, social, and professional aspects [6]. In Indonesia, based on the employment status in accordance with Government Regulation No. 49 of 2005 Article 1, teachers are divided into 2 types, including Civil Servant Teachers and Non-Civil Servant Teachers or Honorary Teachers.

Civil servant teachers are educators appointed by the state as state civil servants, who are tasked with providing public administration services in accordance with their positions. Civil servant teachers obtain a decree from the education office or the government, with salaries sourced from the State Budget and Regional Budget, adjusted to their rank. In addition, they are entitled to various perks such as salary, benefits, leave, pension security, old-age security, protection, and competency development. Meanwhile, Non-Civil Servant Teachers or referred to as honorary teachers refer to educators whose status has not yet become Civil Servants (PNS), who are usually employed by educational institutions to fill the shortage of teaching staff with limited work contracts. Honorary teachers have significant differences from civil servant teachers in Indonesia, especially in terms of material or income because the income of civil servant teachers is more guaranteed than the income of honorary teachers, the teaching hours of civil servant teachers are also in accordance with the laws and regulations, which are expected to be able to fulfill 40 hours of work, while the teaching hours of honorary teachers are only based on a certain letter of agreement where honorary teachers teach not to meet 40 hours of work [26].

Honorary teachers often face unique challenges, including job uncertainty because the majority of honorary teachers in Indonesia work on contract or non-permanent status, resulting in them being vulnerable to arbitrary termination and low financial rewards [31], which can have a direct impact on their psychological well-being. The instability between the demands of the job and the wages received often causes stress and anxiety, making them feel unappreciated and lack support in carrying out the teaching tasks they are doing (25). In addition, the same workload as permanent teachers, but without security guarantees, can reduce motivation and job satisfaction [33]. Thus, it is important to focus attention on the psychological well-being of teachers, as this not only allows them to survive in their profession, but also contributes to the quality of education that students receive. With the right support, teachers can feel more valued and motivated, which in turn will improve the quality of their teaching and their overall well-being.

Welfare programs are an important program for human life, as well as welfare for employees, especially teachers who are in charge of providing education in schools or educational institutions, either formally or non-formally. Welfare is a point for humans who have felt in a prosperous condition. Well-being is the standard of living, well-being, welfare, and quality of life [3]. Work welfare can also be interpreted as Occupational well-being. Work well-being or Occupational Well-Being is a condition of well-being that is influenced by various factors, such as the balance between resources and workload, the effectiveness of the work community in carrying out its role, and the professional competence of individuals in the work environment [13]. Rebecca J. Collie divides Occupational Well-Being into 3 aspects which is used as the basis for measurement Occupational Well-Being and is called Tripartite Occupational Well-Being Scale, including 1) Subjective vitality, which is defined as feeling high energy and enthusiasm related to the work undertaken, 2) Behavioural engagement, which is defined as an individual effort where to prepare themselves adequately and work productively and effectively, 3) Professional Growth, which is defined as self-reflection and planning to build self-professionalism capacity for self-employment [22].

Stress experienced by teachers can provide an unpleasant experience for teachers who experience it, because it can reduce teachers' happiness if it continues. The stress experienced by the teacher can also affect his physical condition, such as feeling tired. Even if the stress persists for a long time, it will affect his physical and mental health (psychological). A study states that there is a negative relationship between teachers' work stress levels and psychological well-being, where the higher the stress felt, the lower their level of well-being [30]. The low salaries received by teachers become an obstacle for them to meet their physical needs, as well as to improve their abilities, satisfy their desires, or personal interests, all of which contribute to their psychological satisfaction [30].

Work welfare or Well-Being has a significant positive impact on teachers. When teachers feel well-being in their work, the enthusiasm and motivation to teach the teachers will increase, which in turn has a positive impact on the students as well [25]. High involvement in the community, effective work and harmonious relationships with superiors and peers can create a better learning environment [13]. With adequate support, teachers can focus more on professional development and effective communication, so that they are able to deliver material better. This not only improves the quality of teaching, but can also arouse students' interest in pursuing a career as a teacher in the future, creating a positive cycle for future generations [10].

On the other hand, low job welfare can have a serious negative impact on teachers. Stress caused by complex job demands and low salaries often leads to decreased motivation to teach and unhealthy mental states [25]. Data shows that many teachers experience varying levels of stress, which if left untreated, can lower their happiness and psychological well-being. Dissatisfaction at work, especially due to income instability, can limit teachers' ability to meet basic needs and develop themselves professionally. As a result, this not only affects their performance, but can also reduce the quality of

education students receive, as well as affect students' perceptions of the teaching profession itself [31].

Some previous research relating to teacher well-being has shown that teachers' levels of well-being vary depending on the school context and their status. The results of previous research showed that SLB teachers in Sleman tended to have subjective well-being in the moderate category (66%), with a small proportion in the high (18%) and low (16%) categories. This condition highlights the need for special attention to their well-being, given the unique challenges faced in educating students with special needs [21]. On the other hand, research on teachers at SMA Negeri 1 Sewon showed excellent welfare conditions, with 82.35% in the high category and 11.76% in the very high category. This reflects a work environment that supports teachers' well-being and has a positive impact on their professionalism [36]. On the other hand, the research conducted on teachers at MI NU Miftahul Ulum Kudus has subjective welfare in the category of quite high, with several indicators such as a sense of security and adequate salary that have been met. However, around 23.19% of welfare aspects still need to be improved, reflecting the existence of room for improvement in an effort to achieve more optimal welfare [20]. Another study conducted at SDN Gugus Sultan Agung Kayen Pati showed a result of 99.81, which is located in the interval of 78-101 and is included in the sufficient category [32].

Based on interviews with five elementary school teachers in Pati, most of the teachers were satisfied with their work and stated that they were happy to be able to teach and interact with students. As one of the teachers said, "I am very happy because I can give an impact and also new knowledge to the children," which shows a sense of satisfaction and pride in carrying out their duties. However, despite the pleasure of teaching, some teachers expressed dissatisfaction in the welfare aspect, especially related to salary. One of the teachers said, "Under the UMR but if it is based on sincerity, everything will be a blessing," which reflects that the salary received is not in accordance with the expected standards, even though they consider the work to be meaningful. Some teachers also expressed the pressure of great responsibility, as one of the teachers said, "My responsibility as a homeroom teacher is like being a 2nd parent to them," which shows a fairly heavy workload. Despite this, they still try to carry out their duties well despite the shortcomings in financial welfare and time. Overall, the results of these interviews show that although most teachers are satisfied with their work, there are some well-being factors that are still under-met, especially in terms of compensation and work-balance.

There are two factors that affect work welfare or Occupational Well-Being, which come from internal factors and external factors. The internal factors that affect work welfare or Occupational Well-Being come from the individual himself. Meanwhile, external factors include recognition from others, family support, work environment, and occupational planning or wages [22]. The relationship between work motivation and self-efficacy can be seen from the factors of effective organizational management. When management provides support such as mentoring, recognition of achievements,

constructive feedback, and more, teacher motivation will increase. In addition, adequate training and support make teachers more confident in teaching and improve their self-efficacy.

Motivation is defined as an internal human condition that is usually described as a desire, impulse, or anything that moves a person to behave in a certain way with the aim of achieving certain desires [24]. A teacher's teaching motivation can be measured either independently or by collaborating with the principal and the evaluator [26]. According to Lotu et al. (2022), motivation functions as a driving force that can arouse enthusiasm in a person to do work, both collaboratively and independently, as well as effectively and integrally to achieve certain satisfaction. Motivation can be both intrinsic and extrinsic. Intrinsic motivation is the desire to act that is driven by internal factors or from within oneself, whereas extrinsic motivation is formed due to the external influence of the individual. Work motivation has various indicators that can be observed, such as aggressive, creative, quality, discipline, capability, high initiative, willingness to succeed, persistent, skilled, and courage in facing challenges [32]. Work motivation is an encouragement for teachers to carry out their duties.

Teaching efficacy is defined as a teacher's belief in the ability he or she has in order to be able to teach well [19]. Teacher self-efficacy is a belief that a teacher has about his or her ability to involve students in the learning process, even if the student faces difficulties or has low learning motivation. Teachers' self-efficacy has a significant impact because it can affect teachers' psychological well-being, teacher teaching quality, teacher achievement, job satisfaction, and teacher work commitment, because teachers who have low self-efficacy will be at risk of experiencing stress and having low job satisfaction [9]. Meanwhile, teachers with high efficacy will show their emotional stability, where they are not easily stressed, can withstand pressure, and can be calm when facing unpleasant situations [19]. A teacher is important to have self-efficacy or strong self-confidence in carrying out his duties, especially when carrying out the learning process. Based on the theory put forward by Bandura (1997), the attitude of a teacher when teaching affects the process of receiving knowledge or material given to students. A confident attitude or strong self-efficacy will spur a teacher to display his or her best performance when teaching so that it will cause a sense of comfort in students which will make it easier to receive material [28].

Teaching efficacy consists of two types, including output efficacy, which is the teacher's confidence to achieve learning targets, and expectancy efficacy, which is belief in more specific teaching situations [19]. According to Bandura, self-efficacy is influenced by several factors, namely: 1) mastery experience, 2) seeing the success of others in completing tasks, 3) encouragement from others, and 4) emotional states [28]. According to Tschannen-Moran & Hoy cited in the journal Siregar (2022), aspects of self-efficacy in teachers include: 1) diligence in teaching strategies, 2) teachers' confidence in managing the classroom, and 3) confidence in involving students. This self-efficacy can affect the level of work stress in teachers, as it relates to their expectations of their ability to face challenges, carry out actions with skills, and create positive change [siregar]. In addition,

teaching efficacy is influenced by personal and other experiences of success, social support at school, and the emotional and physical condition of teachers. In the context of organizational behavior, teaching efficacy can be developed and strengthened through organizational mechanisms such as training, professional development, and effective leadership [19].

The purpose of this study is to know, identify and analyze the relationship between work motivation, self-efficacy, and work welfare of teachers at the elementary school level, as well as how employment status factors play a role in influencing the relationship between these variables. The speciality of this research compared to previous research is that this study will provide new insights into how the relationship between work motivation, self-efficacy, and teachers' work welfare at the elementary school level. In addition, this research will also focus on State Elementary School (SDN) teachers only.

## RESEARCH METHOD

This study uses a quantitative approach using regression research methods, and three variables, namely Occupational Well-Being, Self-Efficacy, and Work Motivation. The population used in this study is State Elementary School (SDN) teachers who teach in Pati District, Pati Regency based on data from the School Data – Paudikdasmien (Dapo Kemdikbud) website which totals 412 teachers. In this study, sampling based on the Slovin formula with an error rate of 5% represented a population of 203 teachers. The data collection technique used is Random Sampling. Data collection in this study was carried out through the distribution of questionnaires using Google Form, by applying the Likert Scale which consists of 4 answer options. The questionnaire contains statements that are favorable or unfavorable. Each answer to the favorable statement is scored as follows: the "very appropriate" (SS) option is rated 4, "suitable" (S) is rated 3, "not suitable" (TS) is rated 2, and "very unsuitable" (STS) is given a score of 1. This study uses 3 psychological scales consisting of the Work Motivation Scale (X1), the Self-Efficacy Scale (X2), and the Occupational Well-Being Scale (Y).

The Work Motivation Scale (X1) the researcher used the adoption scale from previous research, using the Teacher Motivation Scale developed based on the Self-Determination Theory introduced by Ryan and Deci [5]. This scale is known as the Teacher Motivation for Teaching Scale (TMT-scale), which consists of 17 items. This scale includes two factors, namely Autonomous Motivation with 9 items and Controlled Motivation with 8 items, each reflecting affective and cognitive aspects. This scale has been compiled and tested on 227 secondary school teachers in Italy, resulting in an Alpha Cronbach reliability score of 0.65 for Autonomous Motivation and 0.74 for Controlled Motivation [5]. The validity value of the items in this study ranged from 0.710 to 0.830 and resulted in an Alpha Cronbach reliability value of 0.957.

The Teacher Efficacy Scale (X2), the researcher used an adoption scale from previous research, namely using the "Teacher's Sense of Efficacy Scale" (TSES), developed by Tschannen-Moran and Woolfolk-Hoy (2001), designed to explore solutions related to the concept of teacher efficacy. This TSES instrument focuses on three main dimensions,

namely efficacy in teaching strategies, efficacy in involving students, and efficacy in classroom management. This scale has 12 items. This scale has been compiled and tested on 191 teachers who teach in elementary schools (SD) in the northern island zone of Sabah, Malaysia and produced an alpha Cronbach reliability value of 0.944 [11]. Meanwhile, in Indonesia, it has been tested on 105 Junior High School (SMP) teachers in Central Jakarta and produced a Cronbach alpha reliability value of 0.93 [18]. The validity value of the items in this study ranged from 0.689 to 0.832 and resulted in an Alpha Cronbach reliability value of 0.937.

The Occupational Well-Being (Y) scale, the researcher uses the scale adopted from previous research, namely using the Tripartite Occupational Well-Being scale proposed by Rebecca J. Collie, namely Subjective vitality, Behavioral engagement, and Professional Growth. This scale has 12 items. This scale has been compiled and tested on 502 teachers in Australia from different school levels by producing a Cornbach alpha reliability value of 0.873 [7]. Meanwhile, in Indonesia, it has been tested on 118 teachers of Aisyiyah Sidoarjo Kindergarten and produced an alpha Cronbach reliability value of 0.882 [23]. The validity value of the items in this study ranged from 0.654 to 0.885 and resulted in an Alpha Cronbach reliability value of 0.937. Furthermore, the data was analyzed using the SPSS 23 application, using Multiple Linear Regression Analysis

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## RESULTS AND DISCUSSION

### Results

#### Classical Assumption Test Results

Table 1. Normality Test

#### One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		155
Normal Parameters <sup>a,b</sup>	Mean	,0000000
	Hours of deviation	3,74998146
Most Extreme Differences	Absolute	,035
	Positive	,032
	Negative	-,035
Test Statistic		,035
Asymp. Sig. (2-tailed)		,200c,d

a. Test distribution is Normal.

- b. Calculated from data.
- c. Lilliefors Significance Correction.
- d. This is a lower bound of the true significance.

Based on the results of the normality test using the One-Sample Kolmogorov-Smirnov Test, an Asymp value was obtained. Sig. (2-tailed) = 0.200 ( $p > 0.05$ ). Thus, it can be concluded that the residual data is normally distributed.

**Table 2.** Multicollinearity Test

		Coefficients <sup>a</sup>				Collinearity Statistics	
		Unstandardized Coefficients		Standardized Coefficients		Tolerance	VIF
Model		B	Std. Error	Beta	t	Sig.	
1	(Constant)	3,590	2,639		1,360	,176	
	Motivasi Kerja	,360	,040	,519	9,082	,000	,977
	Efikasi Diri	,409	,055	,423	7,398	,000	,977

a. Dependent Variable: Kesejahteraan Kerja

Based on the results of the multicollinearity test, the variables of Work Motivation and Self-Efficacy had a Tolerance value of 0.977 ( $> 0.10$ ) and a Variance Inflation Factor (VIF) value of 1.023 ( $< 10.00$ ). Thus, it can be concluded that there are no symptoms of multicollinearity in the regression model.

**Table 3.** Heteroscedasity Test

		Coefficients <sup>a</sup>				
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	5,129	1,565		3,277	,001
	Motivasi Kerja	-,022	,023	-,077	-,943	,347
	Efikasi Diri	-,028	,033	-,069	-,842	,401

a. Dependent Variable: Abs\_RES

Based on the heteroscedasticity test using the Glejser method, it can be found that the significance value of the Work Motivation variable is 0.347 ( $> 0.05$ ), and the significance value of the Self-Efficacy variable is 0.401 ( $> 0.05$ ), then it can be concluded that there are no symptoms of heteroscedasticity in the regression model.

**Table 4.** Autocorrelation Test  
**Model Summary<sup>b</sup>**

Model	R	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	,717 <sup>a</sup>	,515	3,77457	1,898

a. Predictors: (Constant), EFIKASI DIRI, MOTIVASI KERJA

b. Dependent Variable: KESEJAHTERAAN KERJA

In determining whether or not there is autocorrelation, the Durbin-Watson value is considered with the following conditions: (1) if the value is more than +2, then there is a negative autocorrelation, (2) if it is between -2 and +2, it means there is no autocorrelation, and (3) if it is less than -2, it means that there is a positive autocorrelation [27]. Based on the results of the analysis, the Durbin-Watson value obtained was 1.898, which indicates that the value is located between -2 and +2, so it can be concluded that there is no autocorrelation in this study.

### Uji Hypothesis

After going through a series of classical assumption tests, namely normality, multicollinearity, heteroscedasticity, and autocorrelation tests, and all of them were declared fulfilled, the analysis was continued with multiple linear regression to determine the influence of variables X1 and X2 on variable Y.

**Table 5.** Test F

		ANOVA <sup>a</sup>				
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2297,080	2	1148,540	80,614	,000 <sup>b</sup>
	Residual	2165,604	152	14,247		
	Total	4462,684	154			

a. Dependent Variable: Kesejahteraan Kerja

b. Predictors: (Constant), Efikasi Diri, Motivasi Kerja

The results of ANOVA's analysis showed that work motivation and self-efficacy simultaneously had an effect on work welfare ( $F(2.152) = 80.614$ ;  $p < 0.001$ ). This means that work motivation and self-efficacy can have an impact on work welfare.

**Table 6. T Test**

		Unstandardized		Standardize	t	Sig.
		Coefficients		d		
Model		B	Std. Error	Beta		
1	(Constant)	3,590	2,639		1,360	,176
	Motivasi Kerja	,360	,040	,519	9,082	,000
	Efikasi Diri	,409	,055	,423	7,398	,000

a. Dependent Variable: Kesejahteraan Kerja

The results of the partial test (t-test) proved that work motivation had an effect on work welfare ( $t = 9.082$ ;  $p < 0.001$ ), where the higher the work motivation, the higher the perceived work welfare. In addition, self-efficacy also affects work well-being ( $t = 7.398$ ;  $p < 0.001$ ), which shows that the higher the self-efficacy, the higher the level of work welfare.

**Table 7. Coefficient of Determination**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,717 <sup>a</sup>	,515	,508	3,775

a. Predictors: (Constant), Efikasi Diri, Motivasi Kerja

The results of multiple regression analysis showed that work motivation and self-efficacy simultaneously contributed to work well-being, with an R Square value of 0.515. This means that the two independent variables together are able to explain 51.5% of the variation in work welfare. Meanwhile, the remaining 48.5% was influenced by other factors outside the study.

### Discussion

The results of this study conducted on 203 teachers of State Elementary Schools (SDN) in Pati District who were respondents showed that this study in-depth analyzed the simultaneous influence of work motivation and self-efficacy on the level of work welfare of teachers at the State Elementary School (SDN) level in Pati District. Through the application of multiple linear regression analysis, it was found that the two independent variables, namely work motivation and self-efficacy, together contribute significantly to improving teachers' work welfare. This is evidenced by the significance value ( $F = 106.407$ ;  $p < 0.001$ ). In addition, a determination coefficient value ( $R^2$ ) of 0.515 implies that 51.5% of changes in the level of job well-being can be explained by a combination of work motivation and self-efficacy, while the remaining 48.5% are influenced by other variables that are not covered by the scope of this study, including

work stress, social support, workload, and others. Research conducted by Sari (2022) shows that work stress has a negative impact on the psychological well-being of employees, but can be minimized through adequate social support. Meanwhile, social support also plays a role in reducing stress levels and directly improving work well-being [2]. On the other hand, a high workload can increase stress and decrease performance, which ultimately negatively impacts work well-being [29].

In more detail, the results of this study show that work motivation has a positive correlation and significant influence on the work welfare of teachers at the elementary school (SDN) level. Based on the results of the partial test analysis (t-test) ( $t = 9.082$ ;  $p < 0.001$ ) and beta coefficient value ( $\beta = 0.51$ ). This data indicates that the higher the level of work motivation that a teacher has, the higher the level of work welfare that he or she experiences. According to Anoraga (2014), various aspects that affect work motivation include discipline, high imagination, ability to combine ideas, confidence, resistance to pressure, and responsibility at work. All of these aspects also play an important role in improving the welfare of teachers, as revealed by Larasati et al. (2021). In this case, teachers' work motivation is influenced by factors that come from both within the individual (internal) and from the organizational environment (external). Internal factors include personal needs, life goals, attitudes towards work, and abilities, while external factors include compensation or salary, job security guarantees, relationships with colleagues, supervision, and the characteristics of the job itself. These two factors interact with each other and affect the level of motivation possessed by individuals in carrying out their tasks [1].

This research is strengthened by previous research by Santoso and Dewi (2019) in the non-educational organization, which stated that work motivation is closely related to increased job satisfaction. Teachers' work motivation has a significant impact because teachers with high motivation, a person tends to work optimally and try to provide the best results. If the teacher's motivation for work is high, it is hoped that his performance will achieve optimal results. Which in the end is able to improve work performance and positive affection in teachers, this is one of the images of welfare [20].

In addition to work motivation, this study also proves that self-efficacy has a positive and significant influence on teachers' work welfare. Based on the results of the partial test analysis (t test) ( $t = 7.398$ ;  $p < 0.001$ ) and beta coefficient value ( $\beta = 0.51$ ), indicate that the higher the level of confidence a teacher has in his or her ability to carry out tasks and face job challenges, the higher the level of job well-being they experience. Self-efficacy consists of three important aspects, namely level (the level of difficulty that can be faced), strength (how strong the belief is in one's abilities), and generalization (the extent to which the belief applies in various situations), all of which play a role in improving the welfare of teachers' work [26]. This is consistent with the results of research by Dalimunthe et al. (2020) which found that self-efficacy correlates with job satisfaction and stress resilience in teachers, in line with the research of Fung, Neolaka, and Sihotang (2020) which stated that teachers with high self-efficacy have high commitment and job satisfaction. This is in line with the theory of self-efficacy from Bandura (1997) which emphasizes that self-

efficacy affects the way individuals think, feel, and act in facing various life challenges [28]. Teachers who have high self-efficacy tend to show maximum performance according to their responsibilities. They are able to encourage students to be active, not give up easily, and create a learning environment that supports the development of students' potential. On the other hand, teachers with low self-efficacy are more likely to give up when facing difficulties and tend to avoid problems in the learning process [19].

Thus, self-efficacy not only has an impact on confidence in teaching, but also on emotional balance, work attachment, and a sense of worth as an educator. If work motivation is supported by high self-efficacy, the teacher's performance tends to be better. On the other hand, if the teacher's work motivation and efficacy are low, the performance achieved will also be low [4]. This is in line with Self-Determination Theory (SDT), which emphasizes that self-confidence (self-efficacy) plays an important role in increasing deep and sustainable motivation. Self-Determination Theory develops five advanced theories, one of the development theories of Self-Determination Theory which has a relationship between self-efficacy and occupational well-being of teachers, namely Cognitive Evaluation Theory which explains that support for autonomy and competence strengthens intrinsic motivation. Self-efficacy, i.e. the teacher's confidence in his ability to teach well, is an important component of feelings of competence. Teachers who have high self-efficacy will feel more capable and effective in carrying out their duties, which in turn will increase their intrinsic motivation for the teaching work. This intrinsic motivation, which stems from interest and pleasure in the work itself, has a significant positive correlation with the teacher's well-being. Intrinsically motivated teachers tend to be more engaged in work, feel fulfilled, and have lower levels of stress and burnout, all of which contribute to better job well-being [37]. Therefore, strong self-efficacy is an important foundation for the formation of quality motivation that contributes to the overall well-being of teachers.

## CONCLUSION

**Fundamental Finding :** This study concludes that both work motivation and self-efficacy significantly contribute to the occupational well-being of public elementary school teachers, with motivated and self-efficacious teachers demonstrating higher levels of professional satisfaction, emotional stability, and resilience in facing work-related challenges. **Implication :** These findings highlight the necessity for educational institutions and policymakers to develop targeted interventions that strengthen teachers' internal psychological resources as a strategic approach to enhancing teacher welfare and, ultimately, educational quality. **Limitation :** However, the study is limited by its exclusive focus on internal factors and a single geographical area, which may restrict the generalizability of the results. **Future Research :** Subsequent studies should incorporate broader contextual variables such as leadership style, organizational culture, or compensation systems to provide a more comprehensive understanding of the determinants of teacher well-being.

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