

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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Background

Education plays a vital role in national development, and teachers are key pillars of the education system. However, in Indonesia, many non-civil servant teachers, or honorary teachers, face job insecurity, low wages, and psychological pressure. These challenges directly affect their occupational well-being. Therefore, this study focuses on two important internal factors: work motivation and self-efficacy, and how they influence teacher well-being.

Research Problem

This study addresses a central question: How do work motivation and self-efficacy influence the occupational well-being of public elementary school teachers in Pati District?

Research Objectives

The primary objectives of this research are:

1. To analyze the relationship between work motivation, self-efficacy, and occupational well-being in elementary school teachers in Pati District.
2. To provide new insights into factors that can improve the well-being of elementary school teachers

Methodology

The approach used in this study is **quantitative research**, with data analysis conducted using **multiple linear regression**.

The study involved **203 teachers** from public elementary schools in Pati District, selected through **random sampling**.

To measure the variables, the following instruments were used:

1. **Teacher Motivation for Teaching Scale (TMT-scale)** to assess teachers' motivation to teach.
2. **Teacher's Sense of Efficacy Scale (TSES)** to measure teachers' self-efficacy.
3. **Tripartite Occupational Well-Being Scale** to assess teachers' overall occupational well-being.

Results

Table 1. Normality Test

One-Sample Kolmogorov-Smirnov Test		Unstandardized Residual
N		155
Normal Parameters ^{a,b}	Mean	,0000000
	Hours of deviation	3,74998146
Most Extreme Differences	Absolute	,035
	Positive	,032
	Negative	-,035
Test Statistic		,035
Asymp. Sig. (2-tailed)		,200 ^{c,d}

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.

Results

Table 2. Multicollinearity Test

		Coefficients^a						Collinearity Statistics	
		Unstandardized Coefficients		Standardized Coefficients					
Model		B	Std. Error	Beta	t	Sig.	Tolerance	VIF	
1	(Constant)	3,590	2,639		1,360	,176			
	Motivasi Kerja	,360	,040	,519	9,082	,000	,977	1,023	
	Efikasi Diri	,409	,055	,423	7,398	,000	,977	1,023	

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.

Results

Table 3. Heteroscedasity Test

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

Results

Table 4. Autocorrelation Test

Model Summary^b					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	,717 ^a	,515	,508	3,77457	1,898
a. Predictors: (Constant), EFIKASI DIRI, MOTIVASI KERJA					
b. Dependent Variable: KESEJAHTERAAN KERJA					

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.

Results

Table 5. Test F

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2297,080	2	1148,540	80,614	,000 ^b
	Residual	2165,604	152	14,247		
	Total	4462,684	154			
a. Dependent Variable: <u>Kesejahteraan Kerja</u>						
b. Predictors: (Constant), <u>Efikasi Diri</u> , <u>Motivasi Kerja</u>						

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

Results

Table 6. T Test

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		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.

Results

Table 7. Coefficient of Determination

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,717 ^a	,515	,508	3,775

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.

Key Findings

In analyzing the data, we found that all classical assumptions for regression were met, including normality, no multicollinearity, no heteroscedasticity, and no autocorrelation.

Some key findings from the analysis include:

- **Simultaneous Effect:** Work motivation and self-efficacy together have a significant effect on occupational well-being ($p < 0.001$).
- **Partial Effects:**
 - Work motivation positively affects well-being ($p < 0.001$).
 - Self-efficacy also positively affects well-being ($p < 0.001$).
- The **R Square** value of 51.5% indicates that work motivation and self-efficacy together explain 51.5% of the variation in occupational well-being.

Discussion

- From these findings, it can be concluded that teachers with high work motivation tend to show greater enthusiasm, engagement, and satisfaction in their teaching roles.
- Teachers with high self-efficacy demonstrate emotional stability, better classroom management, and greater resilience in facing challenges.
- Both of these factors are particularly essential for honorary teachers, who often face economic difficulties and job insecurity. Work motivation and self-efficacy become key supports for maintaining their occupational well-being in the face of various challenges.

Conclusion

- In conclusion, work motivation and self-efficacy are crucial for enhancing teachers' occupational well-being.
- Motivated teachers who have strong confidence in their abilities are more likely to remain enthusiastic, effective, and satisfied in their teaching roles, despite challenges.
- Strengthening these internal factors not only benefits the teachers but also positively impacts the overall quality of education.

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