

## THE RELATIONSHIP BETWEEN WORK LIFE BALANCE AND PSYCHOLOGICAL WELL BEING AMONG FEMALE SPECIAL NEEDS SCHOOL TEACHERS

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### Abstract

The challenges faced by Special Needs School (SLB) teachers are more complex compared to regular school teachers. The complexity of the conditions of children with special needs requires educators to regulate more extensively to condition Special Needs Children (ABK) in a humane manner. The background of this research highlights the complexity of the dual roles undertaken by female SLB teachers, who also serve as mothers and wives. This study aims to determine the relationship between work-life balance and psychological well-being among female SLB teachers in Solo Raya. This study involves 110 female SLB teachers in Solo Raya as research subjects. The research method used in this study is quantitative correlational research. The research instruments for this research are work life balance by Fisher (2009) and Psychological well being by Ryff (1995). The results of the study show a significant positive correlation with a result of  $r = 0.352$  and a significance value of  $0.000$  ( $p < 0.05$ ), which means that the higher the work-life balance, the higher the psychological well-being. The work-life balance variable contributes effectively by 12.3% to psychological well-being. Meanwhile, 87.7% of the psychological well-being variable is still influenced by other factors

**Keywords:** a female special needs school teacher, work life balance, psychological well being

### Article Information

Received : May 2, 2024

Revised : May 15, 2024

Accepted : May 16, 2024

### Introduction

According to a survey conducted by the Central Statistics Service Agency, the formal female workforce in 2022 was 35.57%. This percentage decreased by 0.63% compared to the previous year which reached 36.20%. This could indicate that more and more women are quitting their jobs due to heavy work demands that can cause stress. Mothers who decide to work and housewives each have positive and negative impacts. Housewives can have full focus and have enough time to carry out household roles such as taking care of the house, children and husband and stress levels in housewives tend to be low because they do not divide roles between career and household (Apsaryanthi & Lestari, 2017). On the other hand, housewives cannot help the family economy, cannot actualize themselves with their skills, and cannot increase their self-esteem. Meanwhile, mothers who decide to work have difficulty managing their time to fulfill their roles as wives, mothers at home, and workers and feel guilty for not having more time with their families and missing out on their children's development (Putrianti in Anwar & Fauziah, 2019). On the other hand, the benefits of working mothers can be more independent, support the family economy, have a more equal relationship with their husbands, increase self-esteem, increase knowledge, be given opportunities in family decision making, and actualize themselves through their skills (Santrock in Apsaryanthi & Lestari, 2017).

Working women began to show their contribution in the world of work. A survey conducted by the Central Bureau of Statistics showed an increase of 1.23% in 2021 of working women. One of the roles of working women is as special school teachers. According to basic education data in 2022, there were 19,985 women working as special school teachers in Indonesia. The task of a special school teacher is to teach children with physical and mental special needs. As special school teachers, they are not only required to have knowledge, but they are expected to have more patience and good physical and mental health in carrying out their work. In addition to their role in teaching knowledge and skills to students, special education teachers serve as therapists, paramedics, social workers, and administrators (Agustin & Afriyeni, 2016; Ardianingsih et al, 2017; Martadinata, et al, 2020). Teachers who work in special education are one of the elements that can directly influence the success rate of children with special needs in achieving their development.

Special school teachers are required to provide all their abilities, skills, thoughts, and creativity in educating children with special needs, this is because children with special needs are less responsive, close themselves, avoid others, haunted by shame, frustration due to their specialty (Martadi-nata et al, 2020). Special school teachers must have learning strategies that suit the cognitive and communication needs of their students. However, they face obstacles when parents are not supportive and leave the whole responsibility to the school (Hastuti in Dewi, 2018). This makes special school teachers have a big responsibility because they not only teach learning materials but also life skills. They must also be prepared to deal with physical and verbal behavior from their students such as being pushed, pinched, spat on (Risnah in Dewi, 2018). In addition, they often face difficulties in providing focused explanations outside of learning hours and assisting students in daily activities such as going to the bathroom, cleaning themselves, and eating and drinking.

The dynamics experienced by special education teachers can be said to be heavy so that it requires patience, sincerity, tenacity, and resilience. Research conducted by (Eichinger in Atuna & Harsono, 2022) states that special education teachers have a greater level of pressure in terms of job demands compared to teachers who teach in regular schools. This is in line with research (Mustikarini, 2016) which found that stress levels in special school teachers are higher than stress levels in teachers who teach in regular schools. Female special school teachers face various challenges that cause negative emotional moods, irritability, anxiety, sadness, guilt, boredom with work (Dewi, 2018). They have difficulty in balancing their dual roles as teachers and as mothers or wives (Ardiansyah, 2017). Based on research from (Efriyawan in Santoso and Setiawan, 2022) as many as 34.9% of special school teachers in Semarang City experienced severe stress and 42.7% experienced moderate stress levels. A simple interview with 20 female SLB teachers in Soloraya also confirmed that they find it difficult to balance this dual role, causing them to tend to be more emotional and experience stress. Workload can affect stress levels in individuals based on research (Rumaningsih in Anggraini & Prasetyo, 2015). This is in line with research from Muhbar & Rochmawati (2017) which states that there is a relationship between workload and the stress level of special school teachers. According to research conducted by Amalia, et al (2017), female special school teachers have higher stress levels than male special school teachers. Based on the results of the study, it is stated that the level of stress experienced by female special education teachers is because in general women prioritize feelings or emotions compared to men who tend to use the mind. Another reason is because female special education teachers have a dual role as housewives and as teachers in special schools.

Psychological well being is a form of a person's feeling satisfied and happy with the life he has, realizing that he has potential, is independent, accepts himself, has a life

goal, has personal growth, and can establish positive relationships with others. Psychological well being is important for someone to have this because someone who has high psychological well being can improve their performance (Ariyanti et al, 2022). Teachers who have high psychological well being will have good work productivity and strong commitment, so they can teach students professionally, build warm relationships with coworkers (Issom & Makbulah, 2017).

Work life balance is important for workers, especially mothers who undergo dual roles. Work life balance has an influence of 59.8% on psychological-cal well being (Septiana et al, 2023). The level of psychological well being and work life balance in women is still classified as low to moderate and work life balance has an influence of 8.1% on psychological well being (Yudiani & Istin-ingtyas, 2022).

Based on the description above, this study was conducted to determine the relationship between work life balance and psychological well being. The majority of special school teachers have low levels of psychological well-being, which can affect the quality of their relationships with students. The limited reliable literature in examining and discussing work-life balance and psychological well being in female special school teachers encouraged this research to be conducted to add to the literature on these two matters. Hypothesis one in this study is that there is a significant positive relationship between work life balance and psychological well being in female special school teachers in Soloraya and the null hypothesis in this study is that there is no significant relationship between work life balance and psychological well being in female special school teachers in Soloraya.

## Method

The method used in this research is quantitative research with correlational research methods. The correlational quantitative research method was chosen because it will determine the relationship between the two variables studied. The population was 542 female special school teachers in Soloraya. This study included 110 special school teachers in Soloraya, selected through purposive sampling. Inclusion criteria consisted of a woman who is a teacher in a special school, married, and has one or more children.

This study uses The scale of psychological well being by Ryff (1995) which has been translated from English into Indonesian which consists of 18 items covering 6 aspects namely autonomy, environmental mastery, personal growth, positive relationships with others, life goals, and self-acceptance. This scale uses a Likert scale consisting of 6 answer scales, namely strongly disagree, somewhat disagree, slightly disagree, slightly agree, somewhat agree, and strongly agree.

The scale used in measuring work life balance in this study is a work life balance scale created by Fisher et al (2009) which consists of 17 items covering 3 aspects, namely work interference with personal life, personal life interference with work, work enhancement of personal life, and personal life enhancement of work. This scale uses a Likert scale consisting of 5 answer scales, namely strongly disagree, agree, disagree, sometimes, agree, and strongly agree.

The scale trial in this study used a used trial. Kawengian et al (2021) used test is the distribution of questionnaires or data collection is done only once, meaning that the subject data that has been collected is used for test data and research data. In the psychological well being variable, the total items that meet the criteria are more than 0.25 as many as 11 items with a total Cronbach alpha correlation of 0.715 (high reliability). Meanwhile, on the work life balance variable, the total items that meet the criteria are more than 0.25 as many as 12 items with a total Cronbach alpha correlation of 0.801 (high reliability). The criteria for selecting total items usually use the  $r > 0.30$  limit. But if the number of items that pass turns out to be insufficient for the desired number, then the

criteria limit can be lowered to 0.25 (Azwar, 2012). Hypothesis testing in this study uses the Pearson Product Moment correlation technique, if the data is not normally distributed, it uses the Spearman's rho correlation technique. All research data were tested using SPSS software version 21 for windows.

## Result and Discussion

Hypothesis one in this study is answered, it can be seen from the results of the correlation test that there is a significant positive correlation between work life balance and psychological well being in female SLB teachers in Solo Raya where  $r = 0.352$ , 0.123 with a significance value of 0.000 ( $p < 0.05$ ). These results have shown that the higher the work life balance, the higher the psychological well being of female special education teachers in Solo Raya. Conversely, the lower the work life balance, the lower the psychological well being of female special education teachers in Solo Raya. The purpose of the study was to determine the relationship between work life balance and psychological well being in female special education teachers who have never been studied before.

**Table 1.** Correlation Test Work Life Balance and Psychological Well Being

			<b>PWB</b>	<b>WLB</b>
Spearman`s rho	PWB	Correlation coefficient	1.000	.352 <sup>**</sup>
		Sig. (1-tailed)	.	.000
		N	110	110
	WLB	Correlation coefficient	.352 <sup>**</sup>	1.000
		Sig. (1-tailed)	.000	.
		N	110	110

The results of this study are in line with the results of previous research conducted by Abdul Jalil et al., (2023) where it was found that there was a significant positive relationship between work life balance and psychological well being in non-permanent workers. This shows that with different participants it still shows a relationship between the two variables. Work-life balance is able to encourage individual quality of life to be positive and have an impact on improving individual well-being Ramos et al (2015). Individuals who are able to balance their roles in their personal lives and work can reduce the incidence of conflict and stress Martadinata (2020).

Work life balance in relation to psychological well being can be analyzed based on its dimensions. The first dimension is work interference with personal life or work can interfere with personal life. This dimension explains that workers have problems in their personal lives such as the responsibility of working hours or work routines. According to Wikinson (2013) when work consumes too much of a person's personal time due to work demands, the employee will experience low psychological well-being. In line with the research of Wicaksana et al (2020) workers who spend most of their time at work so that they lack time for their personal lives will tend to experience stress, decreased health, decreased life satisfaction, and will have an impact on work productivity and performance achievement. Individuals who have good psychological well being tend to be better able to cope with work interference with personal life.

The second dimension is personal life interference with work. This dimension explains the opposite of the previous dimension. This shows that employees are less able to overcome their personal problems which have an impact on unsatisfactory performance. According to Wicaksana et al (2020) the conditions described will have a negative impact on individuals because there will be a lack of focus on their work targets

and work motivation will decrease and dissatisfaction will appear in doing work. Meanwhile, someone who has a good psychological is able to control their personal life so as not to interfere with their work life.

The third dimension is work enhancement of personal life or work can improve the quality of personal life. This dimension explains the extent to which work can provide benefits or improve the quality of life in a person. According to Wicaksana (2020) who states that employees can work according to their talents and interests are able to achieve better performance. However, this contradicts Pranindhita & Wibowo (2020) who found that, in doing their duties, individuals only carry out tasks during working hours and this is not able to improve the quality of a person's personal life.

The fourth dimension is personal life enhancement of work or personal life can improve work performance. According to Cintantya & Herlina (2018), individuals who are able to balance their roles in personal life and work can reduce the appearance of stress and conflict. According to Utami & Wijaya (2018) emotional support in the form of fulfilling emotional or affective support, this support is in the form of expressions that include love, care, concern and empathy, emotional support does not directly solve problems but the partner becomes a place that calms feelings and feelings and helps female SLB teachers who have become mothers in controlling their emotions.

This study has found that work life balance provides an effective contribution of 12.3%, which means that 87.7% of psychological well being variables in female SLB teachers in Solo Raya are still influenced by other factors. The first factor that affects psychological well being is personality type. Schummute and Ryff (1997) the results of their research on the relationship between five personality types and the dimensions of psychological well being show the influence of each personality on psychological well being. The second factor is caused by emotion regulation strategies. The results of Newman & Nezlek's (2022) research explain that emotion regulation strategies are related to a person's well-being depending on the events that occur. This is in line with Gross and John (2003), showing that there are individual differences in the experience and expression of emotions that have different effects on happiness. The third factor is marriage satisfaction. The results of research by Kharपुरi and Priya (2019) found that there is a significant relationship between marital satisfaction and psychological well being. The fourth factor, life satisfaction and job satisfaction. Research by Haar et al (2014) shows the results of work life balance are positively related to job satisfaction and life satisfaction. Thus there are other factors that affect individual psychological well being.

This study has limitations, namely that it cannot reach all special schools in the Greater Solo area and data collection is limited by working hours, as well as the condition of teachers who cannot leave their monitoring of students with special needs who are in the classroom. So that the number of respondents who became samples in this study was not too many

## Conclusion

Based on the results of this study, work-life balance is very important to have, if a person is able to balance his dual role then he will achieve good psychological well-being so that he can function optimally in his life. Female special school teachers are expected to start considering the importance of work-life balance issues. In addition, it is hoped that working mothers will begin to realize each of their responsibilities and duties in each role that must be lived such as the role of being a wife, mother, community member, and profession. Thus, each of their duties and responsibilities can be carried out in a balanced manner. Given the limited data collection area, the researcher suggests that future research can expand the data collection area to get more evenly distributed subjects

and the data collection process can be carried out after working hours so that respondents can give all their focus to filling out the given scale.

### Acknowledgments

The author would like to thank the Faculty of Psychology of Satya Wacana Christian University, SLBN Sragen, SLBC Bagaskara Sragen, SLBN Surakarta, and SLBN Cangakan Karanganyar for their assistance in helping the completion of this research. The results of this study are expected to serve as a basis for policy makers in the educational environment.

### Author Contributions Statement

All authors, NA and DK contributed to the development of the research idea, checking the quality of the research, collecting data, developing research instruments, validating data, analyzing data, and preparing the article.

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