

# Teacher Well-Being and Its Influence on School Effectiveness: A Quantitative Study

Deny Hadi Siswanto<sup>1</sup>, Akhmad Hanama<sup>2</sup>, Hamdani Fajar Apriwulan<sup>3</sup>

<sup>1</sup>SMA Muhammadiyah Mlati Sleman, Indonesia, email: [denysiswanto11@guru.sma.belajar.id](mailto:denysiswanto11@guru.sma.belajar.id)<sup>1</sup>

<sup>2,3</sup>Universitas Ahmad Dahlan Yogyakarta, Indonesia, email: [akhmad2107046016@webmail.uad.ac.id](mailto:akhmad2107046016@webmail.uad.ac.id)<sup>2</sup>

## ABSTRACT

*Teacher well-being is presumed to influence school effectiveness; however, empirical evidence within the Indonesian context remains limited. This quantitative study examines the relationship between teacher well-being and school effectiveness at Muhammadiyah Mlati Senior High School. Data were collected through a structured survey administered to 36 teachers using a Google Forms questionnaire of 20 items—10 related to teacher well-being and 10 to school effectiveness. The data were analyzed using simple linear regression. The findings indicate a statistically significant positive relationship between teacher well-being and school effectiveness ( $p = 0.033$ ). However, the explanatory power of teacher well-being accounts for only 12.7% of the variance in school effectiveness. These results suggest that while teacher well-being contributes, its impact is relatively modest, highlighting the importance of other influencing variables such as administrative support, organizational climate, and infrastructure availability. The study offers theoretical contributions aligned with Self-Determination Theory and practical implications for policymakers and educational stakeholders, emphasizing the need for comprehensive strategies that integrate teacher welfare, professional development, and managerial improvement to enhance overall educational quality.*

**Keywords:** *teacher well-being, school effectiveness, quantitative survey, linear regression, secondary education, Indonesia.*

DOI: [10.70376/jerp.v3i2.348](https://doi.org/10.70376/jerp.v3i2.348)

Received: 2025-01-13; Revised: 2025-04-30; Accepted: 2025-05-21; Published: 2025-05-24.

 OPEN ACCESS

Journal of Educational Research and Practice

Open access under [Creative Commons Attribution 4.0 International](https://creativecommons.org/licenses/by/4.0/) Licence.

(CC-BY)



## INTRODUCTION

Educational institutions play a crucial role in enhancing the quality of human resources and can adapt swiftly to the ever-evolving demands of the times.<sup>12</sup> In a dynamic world, quality education is a primary driver in producing well-educated and competent workforces.<sup>3</sup> Therefore, efforts to improve the education system's effectiveness and efficiency are vital, as their impact extends beyond the educational sector to the realms of economics, social welfare, justice, culture, and societal productivity.<sup>4</sup> Successful education contributes significantly to the nation's future development. As a legal foundation, the Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System affirms that the education system must ensure equity, relevance, quality, and efficiency in response to the ever-changing societal challenges.<sup>5</sup>

In a broader context, school effectiveness reflects how well a school utilizes its resources to achieve educational objectives. The higher the achievement of school goals, the more effective the management.<sup>6</sup> Thus, school effectiveness becomes a key indicator in evaluating the success of educational institutions.<sup>7</sup> However, achieving this effectiveness requires changes in the attitudes and behaviors of all educational stakeholders, including principals, teachers, administrative staff, parents, and the surrounding community, so that every decision aligns with the school's vision and mission.<sup>8</sup>

One of the main challenges in Indonesian education is the inadequate infrastructure supporting the learning process.<sup>9</sup> The suboptimal quality of teachers compounds this issue.

<sup>1</sup> M. Rizal Fuadiy, "Evaluasi Pembelajaran Sebagai Sebuah Studi Literatur," *DIMAR: Jurnal Pendidikan Islam* 3, no. 1 (December 1, 2021): 173–97, <https://doi.org/10.58577/dimar.v3i1.83>.

<sup>2</sup> Tarso, Deny Hadi Siswanto, and Aldo Setiawan, "Teacher Qualifications in the Implementation of the Kurikulum Merdeka and ISMUBA," *Curricula: Journal of Curriculum Development* 4, no. 1 (2025): 13–28, <https://doi.org/10.17509/curricula.v5i1.76836>.

<sup>3</sup> Joce Nuttall et al., "Workforce Diversity and Quality Improvement Policies in Early Childhood Education in East Asia," *Early Years* 42, no. 1 (January 1, 2022): 6–22, <https://doi.org/10.1080/09575146.2021.1888076>.

<sup>4</sup> Jill Johnes, Maria Portela, and Emmanuel Thanassoulis, "Efficiency in Education," *Journal of the Operational Research Society* 68, no. 4 (April 21, 2017): 331–38, <https://doi.org/10.1057/s41274-016-0109-z>; Geraint Johnes and Swati Virmani, "The Efficiency of Private and Public Schools in Urban and Rural Areas: Moving beyond the Development Goals," *International Transactions in Operational Research* 27, no. 4 (July 25, 2020): 1869–85, <https://doi.org/10.1111/itor.12658>; Marius Sorin Dincă et al., "Assessment of the European Union's Educational Efficiency," *Sustainability* 13, no. 6 (March 12, 2021): 3116, <https://doi.org/10.3390/su13063116>; Dovilė Stumbrienė et al., "Efficiency and Effectiveness Analysis Based on Educational Inclusion and Fairness of European Countries," *Socio-Economic Planning Sciences* 82 (August 2022): 101293, <https://doi.org/10.1016/j.seps.2022.101293>.

<sup>5</sup> Johnes, Portela, and Thanassoulis, "Efficiency in Education"; Laurens Cherchye et al., "Efficiency and Equity in Private and Public Education: A Nonparametric Comparison," *European Journal of Operational Research* 202, no. 2 (April 2010): 563–73, <https://doi.org/10.1016/j.ejor.2009.06.015>; Michele Moser and Ross Rubenstein, "The Equality of Public School District Funding in the United States: A National Status Report," *Public Administration Review* 62, no. 1 (January 17, 2002): 63–72, <https://doi.org/10.1111/1540-6210.00155>.

<sup>6</sup> Nia Wardhani, "Fungsi Leadership Dalam Peningkatan Target Kurikulum," *JURNAL EKSPERIMENTAL: Media Ilmiah Pendidikan Guru Madrasah Ibtidaiyah* 7, no. 2 (August 23, 2022), <https://doi.org/10.58645/eksperimental.v7i2.186>.

<sup>7</sup> Susan J. Rosenholtz, "Effective Schools: Interpreting the Evidence," *American Journal of Education* 93, no. 3 (May 1985): 352–88, <https://doi.org/10.1086/443805>.

<sup>8</sup> M Asep Fathur Rozi and Moch. Rizal Fuadiy, "Pendekatan Strategis Dalam Pengorganisasian Peserta Didik Inklusif Di Sekolah Dasar," *Management of Education: Jurnal Manajemen Pendidikan Islam* 11, no. 1 (February 1, 2025): 64–79, <https://doi.org/10.18592/moe.v11i1.15579>.

<sup>9</sup> Yuyun Alfasius Tobondo, "Challenges and Solutions in the Implementation of Educational Policies in Indonesia: A Literature Analysis of Merdeka Belajar Kampus Merdeka and Teacher Reform," *EDUKASIA: Jurnal Pendidikan Dan Pembelajaran* 5, no. 1 (June 2024): 1157–64, <https://doi.org/10.62775/edukasia.v5i1.997>; Depi Elpina et al., "Analysis of Education Management

Low teacher welfare remains a contributing factor affecting the overall quality of education. Although some teachers are certified, many fail to deliver satisfactory learning outcomes. This condition suggests that teacher certification, which should serve as a quality assurance mechanism, is often regarded merely as an administrative requirement to receive financial allowances.

Teacher performance is influenced by various factors, one of which is well-being. In general, well-being encompasses the fulfillment of both material and spiritual needs.<sup>10</sup> Teacher well-being involves physical necessities and a sense of security, inner peace, and harmonious social relationships. These factors are essential in creating a supportive work environment that positively affects teaching quality and student learning outcomes. Additionally, teachers' organizational commitment plays a crucial role.<sup>11</sup> Loyalty to their profession and the institutions they serve significantly determines the quality with which they carry out their duties and responsibilities.<sup>12</sup>

This study aims to analyze the relationship between teacher welfare and school effectiveness. The research focuses on factors influencing teacher welfare and school performance, such as working hours, available school facilities, and work efficiency. By analyzing these factors, the study seeks to provide a deeper understanding of how teacher welfare affects the effectiveness of educational institutions. The findings are expected to help identify solutions to improve teacher welfare and enhance overall school effectiveness.

The results of this study are expected to offer a clearer picture of the impact of teacher welfare on school effectiveness. According to existing research, teacher welfare does not significantly influence school effectiveness, contrary to previous assumptions, such as those of,<sup>13</sup> this suggests that teacher welfare has a significant impact on school effectiveness. This research explores the complex relationship between teacher working conditions, job satisfaction, and their impact on student learning outcomes. It concludes that teacher welfare, which includes administrative support, a positive work environment, and recognition for their work, can positively correlate with teacher motivation and performance in delivering quality education.

Apart from welfare-related factors, school administrative support is crucial in creating a conducive working atmosphere. Effective administrative support includes providing adequate facilities, policies that support teacher welfare, and recognizing teacher

---

Policies in the Standard Field of Facilities and Infrastructure in Indonesian Elementary Schools," *European Journal of Education Studies* 8, no. 6 (June 23, 2021), <https://doi.org/10.46827/ejes.v8i6.3812>.

<sup>10</sup> Parul Kumar et al., "The Interplay of Skills, Digital Financial Literacy, Capability, and Autonomy in Financial Decision Making and Well-Being," *Borsa Istanbul Review* 23, no. 1 (2023): 169–83, <https://doi.org/10.1016/j.bir.2022.09.012>.

<sup>11</sup> Behiye Dağdeviren Ertaş and Murat Özdemir, "The Mediation of Organizational Commitment between Collective Teacher Efficacy and Work Engagement," *Social Psychology of Education* 27, no. 5 (October 16, 2024): 2677–2700, <https://doi.org/10.1007/s11218-024-09949-5>.

<sup>12</sup> Jay R. Dee, Alan B. Henkin, and Carole A. Singleton, "Organizational Commitment of Teachers in Urban Schools," *Urban Education* 41, no. 6 (November 1, 2006): 603–27, <https://doi.org/10.1177/0042085906292512>.

<sup>13</sup> Hamdani Fajar Apriwulan et al., "Library Service Management as an Effort to Cultivate Students' Reading Interest in Improving Activities and Learning Outcomes," *Curricula: Journal of Curriculum Development* 4, no. 1 (2025): 199–214, <https://doi.org/10.17509/curricula.v4i1.76911>.

achievements.<sup>14</sup> These measures motivate teachers to perform at their best and achieve educational objectives. A positive work environment, where teachers feel valued, and their professional needs are met, positively impacts their motivation. Acknowledging teacher performance also increases their job satisfaction and commitment.

Teacher job satisfaction, heavily influenced by their welfare, significantly impacts school effectiveness.<sup>15</sup> When teachers feel valued and receive adequate support, they are more motivated to work diligently and achieve the desired educational goals. Conversely, neglecting teacher welfare can negatively affect their performance and the school's overall effectiveness. This study aims to provide a deeper understanding of how teacher welfare is critical to achieving quality education. External factors, such as social and economic conditions, can impact teacher welfare,<sup>16</sup> affecting their motivation and stress levels. This research examines internal and external factors to provide a comprehensive view of the factors shaping education quality in Indonesia. By analyzing these influences, the study aims to inform education policy in Indonesia, offering insights that can guide the development of policies to enhance teacher welfare and improve educational outcomes, ultimately benefiting the nation's future.

## METHOD

This study employs a quantitative approach with data collected through the online distribution of questionnaires via Google Forms. A total of 36 educators or teachers from Muhammadiyah Mlati Senior High School participated as respondents. The questionnaire consists of 20 items divided into two sections: 10 questions about teacher welfare (variable X) and 10 about school effectiveness (variable Y). To analyze the data, linear regression analysis ( $X \rightarrow Y$ ) was used to examine the relationship between teacher welfare and school effectiveness. In addition to online data collection, literature reviews from scientific journals served as the theoretical foundation and reference for this research.

The research process was carried out in several key stages. The initial stage involved determining the research topic and formulating the study title. This was followed by field data collection from respondents and data analysis to extract relevant findings. In the final stage, conclusions were drawn, and a comprehensive final report was prepared. This structured methodological approach enabled a systematic investigation of the impact of teacher welfare on school effectiveness, providing valuable insights for improving educational practices and policies. Through this organized approach, the study aims to deepen the understanding of factors that influence school performance, particularly within the context of Muhammadiyah Mlati Senior High School. The findings of this research are expected to serve as a reference for educational institutions and policymakers in enhancing both educational quality and teacher welfare.

---

<sup>14</sup> Kehinde Hassan Babalola, Simon Hull, and Jennifer Whittal, "Peri-Urban Land Administration and Management: Understanding the Challenges in Ekiti State, Nigeria, Using Case Study and Soft Systems Methodologies," *Survey Review* 57, no. 41 (2025): 120–39.

<sup>15</sup> Nur Wahyuni et al., "Harnessing TikTok for Learning: Examining Its Impact on Students' Mathematical Numeracy Skills," *Journal of Professional Teacher Education* 02, no. 02 (2024): 48–56, <https://doi.org/10.12928/jprotect.v2i2.945>.

<sup>16</sup> Fajar Tri Hatmoko et al., "Integrasi Teknologi Dalam Pendidikan Sekolah Dasar Sebagai Upaya Peningkatkan Literasi," *MURABBI* 3, no. 2 (2024): 112–24.

## DISCUSSION

### 1. Teacher Welfare and School Effectiveness

Welfare is a form of compensation or benefit provided to employees by their work organization.<sup>17</sup> This compensation can be monetary rewards or other benefits designed to meet employees' living needs. Welfare plays a significant role not only for individuals but also for the organizations or institutions they serve.<sup>18</sup> Adequate welfare motivates employees to contribute more toward achieving organizational goals while fostering harmonious relationships between employees and the organization.<sup>19</sup> Therefore, attention to welfare is crucial for smoothly implementing organizational programs.

In employment, welfare is categorized into two main types: financial and non-financial.<sup>20</sup> Financial welfare pertains to material aspects such as salaries and additional allowances that support employees' living needs. In contrast, non-financial welfare includes psychological and social aspects, such as job security, supportive working conditions, and positive colleague relationships. Both types of welfare are essential for creating a conducive work environment, ensuring employees can focus on their primary tasks without concerns about personal welfare.

According to Sutrisno,<sup>21</sup> Individuals who perceive benefits from their jobs, whether financial or non-financial, tend to feel more satisfied and motivated in their careers. Ingtyas further supports this,<sup>22</sup> Who explained that teacher welfare significantly influences their interest and commitment to continue teaching. Welfare is not solely about direct compensation but also about feeling valued and respected in their work. It is crucial in maintaining teachers' morale and motivation to contribute maximally to the learning process.

School effectiveness can be measured by how well a school achieves its set objectives, encompassing quality, quantity, and timeliness.<sup>23</sup> Defines school effectiveness as an indicator of a school's success in managing all its resources to achieve predetermined educational goals. This aligns with the view of Surtayama,<sup>24</sup> Who states that school effectiveness is reflected in its ability to maximize all available resources to realize its objectives. School

<sup>17</sup> Hamdi Ben-Nasr and Hatem Ghouma, "Employee Welfare and Stock Price Crash Risk," *Journal of Corporate Finance* 48 (February 2018): 700–725, <https://doi.org/10.1016/j.jcorpfin.2017.12.007>.

<sup>18</sup> Yu Wei, Haoxi Nan, and Guiwu Wei, "The Impact of Employee Welfare on Innovation Performance: Evidence from China's Manufacturing Corporations," *International Journal of Production Economics* 228 (October 2020): 107753, <https://doi.org/10.1016/j.ijpe.2020.107753>.

<sup>19</sup> S Aruna and V Seetha, "Employees Welfare Measures: Importance, Statutory Provisions and Various Agencies Protecting The Welfare of Employees," *Shanlax International Journal of Commerce* 7, no. 2 (April 1, 2019): 25–30, <https://doi.org/10.34293/commerce.v7i2.337>.

<sup>20</sup> Karl Ove Moene and Michael Wallerstein, "Earnings Inequality and Welfare Spending: A Disaggregated Analysis," in *Selected Works of Michael Wallerstein* (Cambridge University Press, 2008), 409–42, <https://doi.org/10.1017/CBO9780511619793.018>.

<sup>21</sup> Sutrisno Sutrisno et al., "The Role of Information Technology in Driving Innovation and Entrepreneurial Business Growth," *Jurnal Minfo Polgan* 12, no. 1 (2023): 586–97.

<sup>22</sup> Fatma Tresno Ingtyas et al., "Implementation of Teaching Practitioners In Improving The Quality of Learning and Implementing The Curriculum Merdeka Belajar," *Jurnal Studi Guru Dan Pembelajaran* 5, no. 2 (2022): 157–69.

<sup>23</sup> Wouter Spaan et al., "Thinking-Back-and-Forth in Practical Work Experienced by Students: Identifying Evidence-Informed Characteristics of Good Practices in Secondary Education," *Research in Science and Technological Education* 43, no. 1 (2025): 294–311.

<sup>24</sup> Handika Suryatama et al., "Penerapan Konsep Segitiga Restitusi Untuk Mengembangkan Budaya Positif Di Sekolah Dasar," *MURABBI* 3, no. 1 (2024): 70–78.

effectiveness evaluates learning outcomes and the management and coordination processes among all stakeholders involved in education.

Despite its prominence in educational management literature, the concept of school effectiveness often remains ambiguous and varies among individuals.<sup>25</sup> School effectiveness is often misunderstood or conflated with efficiency, though the two have distinct meanings. School effectiveness focuses on achieving educational objectives comprehensively, while efficiency pertains to the optimal management of resources.

Achieving school effectiveness requires support, collaboration, and commitment from all stakeholders. This includes the principal, who is responsible for policies and management, teachers who conduct the learning process, administrative staff who support operations, and students as the primary focus of education. Parents and the community also play vital roles in creating an environment conducive to effective learning.<sup>26</sup> Emphasizes that the collective involvement of all school elements is critical to achieving the educational goals set by the institution.

As a key element in the education system, teacher welfare is closely tied to school effectiveness.<sup>27</sup> Explains that support provided to teachers, whether from school leaders or colleagues, can foster a positive work environment. A conducive work environment enhances teacher welfare and contributes to improving the quality of teaching. Furthermore, recognizing and appreciating teachers can motivate them to excel.

School effectiveness is not solely the responsibility of school leaders but requires a shared commitment from all relevant parties, including teachers, staff, students, parents, and the community. Thus, understanding and applying the concept of school effectiveness necessitates the involvement of all school components to establish a successful educational institution that achieves its educational objectives while supporting teacher welfare in the teaching process. Successful school effectiveness directly impacts the quality of education in Indonesia.

However, findings from this study indicate a discrepancy with previous research. Contrary to the view that teacher welfare significantly impacts school effectiveness, this study found no significant influence of teacher welfare on school effectiveness.<sup>28</sup> This suggests the presence of other factors influencing school effectiveness that warrant further investigation. Understanding the relationship between teacher welfare and school effectiveness requires a more in-depth analysis. Factors such as working conditions, administrative support, and teachers' internal motivation should be considered when evaluating their impact on school

---

<sup>25</sup> Monica Busse et al., "Effectiveness of a Personalised Self-Management Intervention for People Living with Long Covid (Listen Trial): Pragmatic, Multicentre, Parallel Group, Randomised Controlled Trial," *Bmjmedicine* 4, no. 1 (2025): 1–15.

<sup>26</sup> Martin Lytje and Atle Dyregrov, "Balancing Roles: Teaching Staff's Dilemma in Supporting Bereaved College Students," *Death Studies* 49, no. 2 (2025): 111–20.

<sup>27</sup> Susan Beltman and Emily Poulton, "Strategies Teachers Use to Maintain Motivation," *Teaching and Teacher Education* 155, no. December 2024 (2025): 104882.

<sup>28</sup> Dian Aprilia, Kintoko, and Deny Hadi Siswanto, "Effectiveness of the Scramble Learning Model on Students' Ability to Understand Mathematical Concepts," *Contemporary Education and Community Engagement* 1, no. 2 (2025): 64–73, <https://doi.org/10.12928/cece.v1i2.1282>.

effectiveness. While good welfare can enhance teacher motivation and performance, factors like facility support, managerial policies, and the social environment are equally crucial.

This study aims to identify additional factors that may influence school effectiveness beyond teacher welfare. Since this research found that teacher welfare does not significantly affect school effectiveness, exploring other contributors to educational success is essential. Further studies are needed to investigate factors that have a more significant role in improving school effectiveness in Indonesia.<sup>29</sup> From the findings of this study, it is hoped that more appropriate solutions can be found to enhance both school effectiveness and teacher welfare simultaneously. These findings are also expected to contribute to better policies focused on human resource management and creating a conducive educational environment. In the long term, this will improve the quality of education in Indonesia and ensure that national educational goals can be optimally achieved.<sup>30</sup>

In line with this, effective educational policies should involve a thorough analysis of factors influencing teacher performance and school effectiveness. As an initial step, improvements in human resource management at schools are needed, including teacher welfare and the enhancement of educational facilities. With appropriate policies, it is hoped that teacher welfare and school effectiveness can be continuously improved, ensuring the achievement of national education goals.

## 2. Data Analyst

The method used in analyzing the data is through statistical calculations with simple regression analysis. This simple regression technique aims to identify whether a variable affects another variable or not. In regression analysis, the variable considered an influence is called an independent or free variable. In contrast, the influenced variable is called a dependent or bound variable. This study uses a simple linear analysis technique intending to determine the impact of teacher welfare on school effectiveness.

**Table 1.** Number of Respondents

No	Gender	Respondents	Length of Teaching	
			Above 10 years	Below 10 years
1	Male	8	5	3
2	Female	28	19	9

The table shows the number of respondents based on gender and length of service. For male respondents, eight people filled out the survey, with 5 of them having worked for more than 10 years and three others having worked for less than 10 years. Meanwhile, for female respondents, 28 filled out the survey, with 19 working for more than 10 years and nine others working for less than 10 years.

<sup>29</sup> Thu Nguyen Trang Dinh et al., "The Capacity of Primary School Inclusive Teachers Meets the Requirements of the 2018 General Education Program," *Multidisciplinary Science Journal* 7, no. 3 (2025): 1–12.

<sup>30</sup> Erma Aris Suryani et al., "Pelatihan Assembler Edu: Meningkatkan Keterampilan Guru Pada Pembelajaran Berbasis Proyek," *Jurnal Pengabdian Fakultas Ekonomi Dan Bisnis Pancasila* 1, no. 1 (2024): 7–16.

The data were obtained by filling out two questionnaires related to teacher welfare and school effectiveness (10 items each) and giving them to 36 respondents via Google Form. Instrument testing was then carried out (validity and reliability). The following are the results of data X and Y's validity and reliability tests using the SPSS-25 program.

**Table 2.** Validity and Reliability Test Results

Item	$r_{\text{count}} (X)$	Cronbach's Alpha (X)	Item	$r_{\text{count}} (Y)$	Cronbach's Alpha (Y)
1	0,598	0,795	1	0,517	0,761
2	0,509		2	0,405	
3	0,811		3	0,625	
4	0,584		4	0,463	
5	0,603		5	0,616	
6	0,846		6	0,774	
7	0,637		7	0,340	
8	0,533		8	0,536	
9	0,430		9	0,508	
10	0,357		10	0,796	

Based on the table above, it can be seen that the results of the validity test for  $r_{\text{count}}$  of data X and Y for each item are more than  $r_{\text{table}}$  (0.270). In the Cronbach's Alpha reliability test, the value obtained was 0.795 for class X and 0.761 for data Y. Based on this, it can be said that both data are valid and reliable. After both data are said to be valid and reliable, a prerequisite test is carried out to determine that both data are regular and homogeneous. The following are the results of the normality test.

**Table 3.** Results of the normality test for X and Y data

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		36
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	2.94340015
Most Extreme Differences	Absolute	.202
	Positive	.192
	Negative	-.202
Test Statistic		.202
Asymp. Sig. (2-tailed)		.200

Referring to the table above, the Asymp. Sig. (2-tailed) value from the Kolmogorov-Smirnov test is 0.200, which exceeds the threshold of 0.05. This indicates that the data follows a normal distribution. Once the normality of the data is confirmed, a homogeneity test is conducted. The results of the homogeneity test are presented as follows.

**Table 4.** ANOVA Test Results

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	539527.886	1	539527.886	4.944	.033 <sup>b</sup>
	Residual	3710296.419	34	109126.365		
	Total	4249824.306	35			

a. Dependent Variable: Y

b. Predictors: (Constant), X

Referring to the table above, the significance value is 0.033, less than 0.05. This indicates that the data is homogeneous. The next step is to examine whether teacher welfare (X) influences school effectiveness (Y) by analyzing the regression coefficient in the following table.

**Table 5.** Regression Coefficients

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	269.819	88.942		3.034	.005
	X	.321	.144	.356	2.224	.033

a. Dependent Variable: Y

Referring to the table above, the significance value of X is 0.33, which is less than 0.05. This indicates a positive influence of teacher welfare (X) on school effectiveness (Y). The extent of this influence can be observed in the following table.

**Table 6.** Size of influence

Model Summary <sup>b</sup>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.356 <sup>a</sup>	.127	.101	330.34280

a. Predictors: (Constant), X

b. Dependent Variable: Y

Referring to the image above, the R-square value is 0.127, indicating that teacher welfare contributes 12.7% to school effectiveness. In comparison, the remaining 87.3% is influenced by other variables not examined in this study.

## CONCLUSION

This study demonstrates that teacher well-being significantly influences school effectiveness ( $p = 0.033$ ), contributing 12.7% to the variance in effectiveness. Although teacher well-being plays an important role, its relatively modest impact suggests that other factors, such as administrative support, resource availability, and organizational commitment,

influence school performance outcomes more. These findings partially support the Self-Determination Theory, which emphasizes the importance of fulfilling basic psychological needs. However, they also highlight the need for more comprehensive models incorporating contextual variables. Practically, school leaders should not only focus on teacher welfare programs but also integrate them with professional development initiatives and strengthened managerial practices to enhance overall school effectiveness.

## REFERENCES

- Aprilia, Dian, Kintoko, and Deny Hadi Siswanto. "Effectiveness of the Scramble Learning Model on Students' Ability to Understand Mathematical Concepts." *Contemporary Education and Community Engagement* 1, no. 2 (2025): 64–73. <https://doi.org/10.12928/cece.v1i2.1282>.
- Apriwulan, Hamdani Fajar, Akhmad Hanama, Siti Atwano Pisriwati, and Deny Hadi Siswanto. "Library Service Management as an Effort to Cultivate Students' Reading Interest in Improving Activities and Learning Outcomes." *Curricula: Journal of Curriculum Development* 4, no. 1 (2025): 199–214. <https://doi.org/10.17509/curricula.v4i1.76911>.
- Aruna, S, and V Seetha. "Employees Welfare Measures: Importance, Statutory Provisions and Various Agencies Protecting The Welfare of Employees." *Shanlax International Journal of Commerce* 7, no. 2 (April 1, 2019): 25–30. <https://doi.org/10.34293/commerce.v7i2.337>.
- Babalola, Kehinde Hassan, Simon Hull, and Jennifer Whittal. "Peri-Urban Land Administration and Management: Understanding the Challenges in Ekiti State, Nigeria, Using Case Study and Soft Systems Methodologies." *Survey Review* 57, no. 41 (2025): 120–39.
- Beltman, Susan, and Emily Poulton. "Strategies Teachers Use to Maintain Motivation." *Teaching and Teacher Education* 155, no. December 2024 (2025): 104882.
- Ben-Nasr, Hamdi, and Hatem Ghouma. "Employee Welfare and Stock Price Crash Risk." *Journal of Corporate Finance* 48 (February 2018): 700–725. <https://doi.org/10.1016/j.jcorpfin.2017.12.007>.
- Busse, Monica, Philip Pallmann, Muhammad Riaz, Claire Potter, Fiona J Leggat, Shaun Harris, Andrea Jane Longman, et al. "Effectiveness of a Personalised Self-Management Intervention for People Living with Long Covid (Listen Trial): Pragmatic , Multicentre , Parallel Group , Randomised Controlled Trial." *Bmjmedicine* 4, no. 1 (2025): 1–15.
- Cherchye, Laurens, Kristof De Witte, Erwin Ooghe, and Ides Nicaise. "Efficiency and Equity in Private and Public Education: A Nonparametric Comparison." *European Journal of Operational Research* 202, no. 2 (April 2010): 563–73. <https://doi.org/10.1016/j.ejor.2009.06.015>.
- Dağdeviren Ertaş, Behiye, and Murat Özdemir. "The Mediation of Organizational Commitment between Collective Teacher Efficacy and Work Engagement." *Social Psychology of Education* 27, no. 5 (October 16, 2024): 2677–2700. <https://doi.org/10.1007/s11218-024-09949-5>.
- Dee, Jay R., Alan B. Henkin, and Carole A. Singleton. "Organizational Commitment of Teachers in Urban Schools." *Urban Education* 41, no. 6 (November 1, 2006): 603–27. <https://doi.org/10.1177/0042085906292512>.
- Dincă, Marius Sorin, Gheorghita Dincă, Maria Letiția Andronic, and Anna Maria Pasztori. "Assessment of the European Union's Educational Efficiency." *Sustainability* 13, no. 6 (March 12, 2021): 3116. <https://doi.org/10.3390/su13063116>.

- Dinh, Thu Nguyen Trang, Hung Van Nguyen, Anh Thi Lan Vu, Phuong Minh Nguyen, Thu Thi Anh Nguyen, and Long Thanh Phan. "The Capacity of Primary School Inclusive Teachers Meets the Requirements of the 2018 General Education Program." *Multidisciplinary Science Journal* 7, no. 3 (2025): 1–12.
- Elpina, Depi, R. Marzam, R. Rusdinal, and Nurhizrah Gustituati. "Analysis of Education Management Policies in the Standard Field of Facilities and Infrastructure in Indonesian Elementary Schools." *European Journal of Education Studies* 8, no. 6 (June 23, 2021). <https://doi.org/10.46827/ejes.v8i6.3812>.
- Fuadiy, M. Rizal. "Evaluasi Pembelajaran Sebagai Sebuah Studi Literatur." *DIMAR: Jurnal Pendidikan Islam* 3, no. 1 (December 1, 2021): 173–97. <https://doi.org/10.58577/dimar.v3i1.83>.
- Hatmoko, Fajar Tri, Syaiful Rochmat, Deny Hadi Siswanto, and Siti Atwano Pisriwati. "Integrasi Teknologi Dalam Pendidikan Sekolah Dasar Sebagai Upaya Peningkatkan Literasi." *MURABBI* 3, no. 2 (2024): 112–24.
- Ingtias, Fatma Tresno, Dina Ampera, Fariyah Fariyah, Bakhrul Khoir Amal, and Anwar Soleh Purba. "Implementation of Teaching Practitioners In Improving The Quality of Learning and Implementing The Curriculum Merdeka Belajar." *Jurnal Studi Guru Dan Pembelajaran* 5, no. 2 (2022): 157–69.
- Johnes, Geraint, and Swati Virmani. "The Efficiency of Private and Public Schools in Urban and Rural Areas: Moving beyond the Development Goals." *International Transactions in Operational Research* 27, no. 4 (July 25, 2020): 1869–85. <https://doi.org/10.1111/itor.12658>.
- Johnes, Jill, Maria Portela, and Emmanuel Thanassoulis. "Efficiency in Education." *Journal of the Operational Research Society* 68, no. 4 (April 21, 2017): 331–38. <https://doi.org/10.1057/s41274-016-0109-z>.
- Kumar, Parul, Rekha Pillai, Neha Kumar, and Mosab I. Tabash. "The Interplay of Skills, Digital Financial Literacy, Capability, and Autonomy in Financial Decision Making and Well-Being." *Borsa Istanbul Review* 23, no. 1 (2023): 169–83. <https://doi.org/10.1016/j.bir.2022.09.012>.
- Lytje, Martin, and Atle Dyregrov. "Balancing Roles: Teaching Staff's Dilemma in Supporting Bereaved College Students." *Death Studies* 49, no. 2 (2025): 111–20.
- Moene, Karl Ove, and Michael Wallerstein. "Earnings Inequality and Welfare Spending: A Disaggregated Analysis." In *Selected Works of Michael Wallerstein*, 409–42. Cambridge University Press, 2008. <https://doi.org/10.1017/CBO9780511619793.018>.
- Moser, Michele, and Ross Rubenstein. "The Equality of Public School District Funding in the United States: A National Status Report." *Public Administration Review* 62, no. 1 (January 17, 2002): 63–72. <https://doi.org/10.1111/1540-6210.00155>.
- Nia Wardhani. "Fungsi Leadership Dalam Peningkatan Target Kurikulum." *JURNAL EKSPERIMENTAL : Media Ilmiah Pendidikan Guru Madrasah Ibtidaiyah* 7, no. 2 (August 23, 2022). <https://doi.org/10.58645/eksperimental.v7i2.186>.
- Nuttall, Joce, Susan Grieshaber, Sirene Lim, Yun Eunju, Oh Joeun, Ahn Hyojin, Chee Wah Sum, Weipeng Yang, and Kim Soojung. "Workforce Diversity and Quality Improvement Policies in Early Childhood Education in East Asia." *Early Years* 42, no. 1 (January 1, 2022): 6–22. <https://doi.org/10.1080/09575146.2021.1888076>.
- Rosenholtz, Susan J. "Effective Schools: Interpreting the Evidence." *American Journal of Education* 93, no. 3 (May 1985): 352–88. <https://doi.org/10.1086/443805>.
- Rozi, M Asep Fathur, and Moch. Rizal Fuadiy. "Pendekatan Strategis Dalam Pengorganisasian

- Peserta Didik Inklusif Di Sekolah Dasar." *Management of Education: Jurnal Manajemen Pendidikan Islam* 11, no. 1 (February 1, 2025): 64–79. <https://doi.org/10.18592/moe.v11i1.15579>.
- Spaan, Wouter, Ron Oostdam, Jaap Schuitema, and Monique Pijls. "Thinking-Back-and-Forth in Practical Work Experienced by Students: Identifying Evidence-Informed Characteristics of Good Practices in Secondary Education." *Research in Science and Technological Education* 43, no. 1 (2025): 294–311.
- Stumbrienė, Dovilė, Rimantas Želvys, Julius Žilinskas, Rita Dukynaitė, and Audronė Jakaitienė. "Efficiency and Effectiveness Analysis Based on Educational Inclusion and Fairness of European Countries." *Socio-Economic Planning Sciences* 82 (August 2022): 101293. <https://doi.org/10.1016/j.seps.2022.101293>.
- Suryani, Erma Aris, Siti Atwano Pisriwati, Deny Hadi Siswanto, and Arga Bagus Pratama Dyah Aan Firman Syah. "Pelatihan Assembler Edu: Meningkatkan Keterampilan Guru Pada Pembelajaran Berbasis Proyek." *Jurnal Pengabdian Fakultas Ekonomi Dan Bisnis Pancasila* 1, no. 1 (2024): 7–16.
- Suryatama, Handika, Surya Adi Saputra, Deny Hadi Siswanto, and Eka Kevin. "Penerapan Konsep Segitiga Restitusi Untuk Mengembangkan Budaya Positif Di Sekolah Dasar." *MURABBI* 3, no. 1 (2024): 70–78.
- Sutrisno, Sutrisno, Arlis Dewi Kuraesin, Siminto Siminto, Irawansyah Irawansyah, and Abu Muna Almaududi Ausat. "The Role of Information Technology in Driving Innovation and Entrepreneurial Business Growth." *Jurnal Minfo Polgan* 12, no. 1 (2023): 586–97.
- Tarso, Deny Hadi Siswanto, and Aldo Setiawan. "Teacher Qualifications in the Implementation of the Kurikulum Merdeka and ISMUBA." *Curricula: Journal of Curriculum Development* 4, no. 1 (2025): 13–28. <https://doi.org/10.17509/curricula.v5i1.76836>.
- Tobondo, Yuyun Alfasius. "Challenges and Solutions in the Implementation of Educational Policies in Indonesia: A Literature Analysis of Merdeka Belajar Kampus Merdeka and Teacher Reform." *EDUKASIA: Jurnal Pendidikan Dan Pembelajaran* 5, no. 1 (June 2024): 1157–64. <https://doi.org/10.62775/edukasia.v5i1.997>.
- Wahyuni, Nur, Sri Rahayu Alam, Eka Kevin Alghiffari, and Deny Hadi Siswanto. "Harnessing TikTok for Learning: Examining Its Impact on Students' Mathematical Numeracy Skills." *Journal of Professional Teacher Education* 02, no. 02 (2024): 48–56. <https://doi.org/10.12928/jprotect.v2i2.945>.
- Wei, Yu, Haoxi Nan, and Guiwu Wei. "The Impact of Employee Welfare on Innovation Performance: Evidence from China's Manufacturing Corporations." *International Journal of Production Economics* 228 (October 2020): 107753. <https://doi.org/10.1016/j.ijpe.2020.107753>.