

Analysis of Subjective Well-Being Among Teachers at SLBN Prof. Dr. Sri Soedewi Masjchun Sofwan, S.H, Kota Jambi

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ABSTRACT

Guru Sekolah Luar Biasa (SLB) memiliki tanggung jawab kompleks karena harus menangani anak berkebutuhan khusus dengan karakteristik yang beragam. Tuntutan kerja tinggi, beban emosional, serta keterbatasan sarana dan dukungan sosial dapat memengaruhi kesejahteraan psikologis guru. *Subjective well-being* merupakan elemen penting yang mencerminkan kepuasan hidup serta keseimbangan emosi positif dan negatif dalam menjalankan peran profesional. Kondisi *subjective well-being* yang baik meningkatkan motivasi, ketahanan emosional, dan efektivitas kerja, sedangkan *subjective well-being* yang rendah dapat memicu stres, kelelahan emosional, dan penurunan kinerja. Penelitian ini bertujuan menggambarkan *subjective well-being* pada guru di SLBN Prof. Dr. Sri Soedewi Masjchun Sofwan, S.H Kota Jambi berdasarkan tiga aspek utama, yaitu aspek kognitif, *positive affect*, dan *negative affect*. Penelitian menggunakan pendekatan kuantitatif dengan desain deskriptif, melibatkan 85 guru melalui *total sampling*. Instrumen menggunakan skala *Subjective Well-Being* berdasarkan teori Diener (1984) dengan 30 item. Hasil menunjukkan *subjective well-being* guru bervariasi pada seluruh kategori dengan distribusi relatif seimbang, dan sebagian besar berada pada kategori "Tinggi". Variabel jenis kelamin menunjukkan hubungan bermakna ($p = 0.002$), sedangkan usia, lama bekerja, dan pendidikan terakhir tidak signifikan ($p > 0.05$). Temuan ini menegaskan pentingnya dukungan psikososial dan pelatihan regulasi emosi bagi guru SLB.

Kata Kunci: Afek Positif, Afek Negatif, Aspek Kognitif, Guru SLB, *Subjective Well-Being*

Teachers in Special Schools (*Sekolah Luar Biasa / SLB*) carry complex responsibilities because they work with students with special needs who have diverse characteristics and requirements. High job demands, emotional burden, limited facilities, and lack of social support can affect teachers' psychological well-being. *Subjective well-being* is an essential construct that reflects life satisfaction and the balance between positive and negative emotions in performing professional roles. High *subjective well-being* enhances motivation, emotional resilience, and work effectiveness, whereas low *subjective well-being* may trigger

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stress, emotional exhaustion, and decreased performance. This study aims to describe the *subjective well-being* of teachers at SLBN Prof. Dr. Sri Soedewi Masjchun Sofwan, S.H, Kota Jambi, based on three main aspects: cognitive evaluation, *positive affect*, and *negative affect*. This quantitative study employed a descriptive design involving 85 teachers selected through total sampling. The instrument used was the *Subjective Well-Being Scale* developed from Diener's (1984) theory, consisting of 30 items. The results indicate that teachers' *subjective well-being* varies across categories with relatively balanced distribution, and the majority fall into the "High" category. Gender showed a statistically significant relationship ($p = 0.002$), whereas age, length of service, and educational attainment were not significant ($p > 0.05$). These findings highlight the need for psychosocial support and emotional regulation training to maintain teachers' mental well-being and enhance teaching quality in special education settings.

Keywords: Cognitive Aspect, Negative Affect, Special Education Teachers, Subjective Well-Being, Positive Affect

I. INTRODUCTION

Teachers are a central element in the education system and play a strategic role in shaping future generations. Their responsibilities extend beyond delivering subject matter to include character building, personality development, and emotional support for students. In this regard, teachers function as facilitators, motivators, and role models, and therefore require strong intellectual, emotional, and social readiness to carry out their professional duties (Kardani, 2020).

In Indonesia, teaching responsibilities are distributed across various levels of education, including special education settings such as *Sekolah Luar Biasa* (SLB). SLB serves students with special needs in physical, intellectual, emotional, and social domains, including those with visual, hearing, and intellectual impairments, physical disabilities, autism, and other developmental disorders (Kemendikbud, 2022). Teachers in SLB are expected to possess specific competencies, such as adaptive pedagogical skills, patience, and strong interpersonal abilities to respond to highly diverse student characteristics (Setiawan, 2020). However, they often face complex challenges, including individualized instruction demands, emotional instability among students, limited facilities, administrative burden, and high expectations from parents and society (Haryanto, 2019).

In Jambi Province, there are 19 special schools, consisting of 16 private SLB and 3 public SLB (BPS Provinsi Jambi, 2023). One of the prominent institutions is SLBN Prof. Dr. Sri Soedewi Masjchun Sofwan, S.H, Kota Jambi, which serves students with various types of disabilities (SLB Negeri Sri Soedewi, 2023). The school employs 85 teachers who collectively handle 310 students in the 2024/2025 academic year. Although the teacher–student ratio appears ideal, each teacher is required to provide highly personalized and intensive learning support. Moreover, not all teachers come from a special education background; many are graduates of general education programs such as non-special education faculties, which may contribute to feelings of inadequacy and emotional strain when dealing with complex student behaviors, particularly among students with autism who frequently display tantrums (Aviyah & Farid, 2014; Karimah, 2023).

Subjective well-being (SWB) is a key construct in positive psychology that reflects individuals' evaluations of their lives, including life satisfaction, positive affect, and the management of negative affect (Diener, 1984; Biswas-Diener, Diener, & Tamir, 2004). Teachers with high SWB tend to adapt better to challenges, maintain enthusiasm in teaching, and create a healthier classroom climate, whereas low SWB is associated with stress, emotional exhaustion, and reduced work performance. Previous studies have examined SWB among teachers, but most have focused on regular school settings and have not specifically addressed teachers in special schools, who face greater emotional demands and professional challenges (Aviyah & Farid, 2014; Haryanto, 2019; Karimah, 2023). Research focusing on SWB among SLB teachers, particularly in regions outside Java such as Jambi, remains limited.

Given these conditions, it is important to describe the subjective well-being of teachers in special education settings and to explore how factors such as work context and professional demands may influence their psychological state. This study aims to analyze the subjective well-being of teachers at SLBN Prof. Dr. Sri Soedewi Masjchun Sofwan, S.H, Kota Jambi, based on three core components: life satisfaction (cognitive aspect), positive affect, and negative affect. The findings are expected to provide an empirical basis for developing psychological support,

capacity-building programs, and policies that promote the well-being of special education teachers.

II. LITERATURE REVIEW

Subjective well-being (SWB) is a concept in positive psychology that describes the extent to which individuals evaluate their life quality subjectively, encompassing life satisfaction (cognitive aspect), positive affect, and negative affect (Diener, 1984; Veenhoven, 2011). The cognitive aspect refers to a person's rational evaluation of their overall life conditions, while the affective aspect involves the frequency of pleasant and unpleasant emotional experiences. Positive affect reflects emotions such as happiness, enthusiasm, and gratitude, whereas negative affect includes anxiety, stress, and emotional tension (Diener et al., 2017).

Various factors influence SWB, both internal and external. Internal factors include self-esteem, personality traits, self-control, mental and physical health, and life meaning (Diener, 2000). External factors consist of socioeconomic status, social support, work environment, and cultural values (Mitchell et al., 2015). In the context of teachers, social support and workplace conditions are crucial determinants that can enhance subjective well-being, especially among teachers who face high emotional demands such as those working in Special Schools (SLB) (Aviyah & Farid, 2014; Haryanto, 2019).

SLB teachers carry complex responsibilities as they work with students with diverse special needs. The Indonesian Ministry of Education Regulation No. 32 of 2008 outlines the requirement for specialized competencies among SLB teachers, including adaptive pedagogical skills, patience, and strong interpersonal abilities. Challenges such as unpredictable student behavior, limited infrastructure, and varied educational backgrounds among teachers may negatively affect their SWB (Caturwangi et al., 2020; Karimah, 2023).

The theoretical framework of this study refers to Diener's (1984) three components of SWB: life satisfaction, positive affect, and negative affect. Previous studies have indicated that SLB teachers often experience emotional strain but also report positive affect stemming from students' progress and support from colleagues

(Khairat & Adiyani, 2015; Widarna et al., 2023). This research applies the above conceptual framework to provide a comprehensive description of the subjective well-being of SLB teachers.

III. METHODS

This study employed a quantitative descriptive design aimed at providing a systematic overview of *subjective well-being* (SWB) among teachers at SLBN Prof. Dr. Sri Soedewi Masjchun Sofwan, S.H, Jambi City. A descriptive design was selected because the study focused on illustrating the level and distribution of SWB without examining causal relationships.

Population and Sample:

The population consisted of all 85 teachers at SLBN Prof. Dr. Sri Soedewi Masjchun Sofwan, S.H. Total sampling was used, in which all members of the population who met the inclusion criteria were included as research participants. Inclusion criteria were active teachers (civil servant or honorary), male or female, residing in Jambi City, and willing to participate voluntarily. Teachers who withdrew participation or did not complete the questionnaire were excluded.

Variable and Operational Definition:

The study examined one primary variable: *subjective well-being*. SWB was defined as an individual's subjective evaluation of their life quality, consisting of life satisfaction (cognitive component), positive affect, and negative affect. Measurement was conducted using a Likert-type psychological scale adapted from Diener (1984), with scores categorized into very low, low, moderate, high, and very high.

Instrument:

Data were collected using a structured questionnaire developed based on Diener's SWB theory, consisting of 30 items: 10 cognitive, 10 positive affect, and 10 negative affect items. Both favourable and unfavourable items were included. Responses ranged from *strongly disagree* to *strongly agree*. Instrument validity was assessed using Pearson's Product-Moment correlation, and items with $r \geq 0.30$ were considered valid. Reliability testing employed Cronbach's Alpha, with $\alpha \geq 0.70$ indicating acceptable internal consistency.

Data Sources:

Primary data were obtained directly from respondents through questionnaires and field observations. Secondary data were collected from official school documents (e.g., teacher profiles, education level, length of service) and relevant literature from journals, reports, and institutional documents.

Data Collection Procedure:

The research procedure included: (1) identifying the research problem; (2) developing the instrument following psychometric principles; (3) obtaining research permission; (4) conducting validity and reliability testing; (5) administering questionnaires to all eligible teachers; and (6) analyzing the collected data to answer the research objectives.

Data Analysis:

Data were analyzed using descriptive statistics, including mean, median, minimum-maximum values, standard deviation, and frequency distribution. These statistics were used to portray the overall level of SWB and the distribution of each component (cognitive, positive affect, and negative affect).

Ethical Considerations:

The study followed psychological research ethics, emphasizing respect for participants' autonomy, privacy, and well-being. Informed consent was obtained prior to participation, ensuring that respondents understood the study's purpose and procedures. Anonymity and confidentiality were maintained by coding respondent identities and securing all collected data. Participants were assured that data would only be used for research purposes. A small appreciation token was provided for participation.

IV. RESULTS**Descriptive Characteristics of Respondents**

The findings of the study describe the demographic characteristics of 85 respondents based on gender, age, length of service, and educational background.

Tabel 1. Characteristics of Respondents (n= 85)

Characteristics of Respondents	Frequency	Percentage (%)
Gender		
1. Male	15	17.6
2. Female	70	82.4
Age		
1. 18–40 years (Early Adulthood)	64	75.3
2. >40–60 years (Middle Adulthood)	21	24.7
Length of Service		
1. Short (0–5 years)	39	45.9
2. Medium (6–10 years)	21	24.7
3. Long (>10 years)	25	29.4
Educational Background		
1. Bachelor's Degree (S1)	77	90.6
2. Master's Degree (S2)	7	8.2
3. Doctoral Degree (S3)	1	1.2

Table 1 presents the demographic characteristics of the respondents who participated in the study. The findings show that the majority of respondents were female (82.4%), while only 17.6% were male. This indicates that the teaching workforce in the special needs school is predominantly composed of women. In terms of age distribution, most respondents (75.3%) were in the early adulthood category (18–40 years), whereas 24.7% were in middle adulthood (over 40–60 years). This suggests that the majority of teachers are relatively young and are in their productive working period. Based on length of service, 45.9% of respondents had worked for 0–5 years, making them the largest group. Meanwhile, 24.7% had 6–10 years of service, and 29.4% had more than 10 years of service. This distribution reflects a balanced combination of novice, mid-career, and experienced teachers at the school. Regarding educational background, most respondents held a Bachelor's degree (90.6%), while a smaller proportion had a Master's degree (8.2%), and only 1.2% held a Doctoral degree. This indicates that the majority of teachers meet the minimum qualification required for teaching positions, although only a few have pursued postgraduate education. Overall, the demographic profile highlights that the teaching staff at SLBN Prof. Dr. Sri Soedewi Masjchun Sofwan, S.H Kota Jambi is

predominantly female, relatively young, and largely composed of educators with undergraduate educational backgrounds.

Description of Subjective Well-Being of Teachers at SLBN Prof. Dr. Sri Soedewi Masjchun Sofwan, S.H Kota Jambi

Based on the findings of the study, the distribution of subjective well-being (SWB) among teachers at SLBN Prof. Dr. Sri Soedewi Masjchun Sofwan, S.H Kota Jambi is presented as follows:

Table 2. Overview of Subjective Well-Being of Teachers at SLBN Prof. Dr. Sri Soedewi Masjchun Sofwan, S.H Kota Jambi

Subjective Well-Being	Frequency	Percentage (%)
Very Low	5	5.9
Low	26	30.6
Moderate	25	29.4
High	26	30.6
Very High	3	3.5
Total	85	100.0

Based on Table 2, subjective well-being among teachers varies across all categories with a relatively balanced distribution. The largest proportion of respondents falls into the "High" category, indicating that most teachers report relatively good levels of well-being despite the demands of teaching students with special needs.

This study aligns with Wulandari (2013), who found that the subjective well-being of teachers varies, with most respondents falling into low-to-moderate categories. This condition suggests that job demands, emotional workload, and individual characteristics may influence teachers' subjective well-being. Similarly, Rahmawati and Prasetyo (2019) reported that teachers' subjective well-being is influenced by work environment, social support, and the ability to regulate positive and negative emotions.

Furthermore, Sari and Amalia (2021) revealed that teachers working in inclusive schools or schools with students with special needs tend to experience fluctuating levels of subjective well-being due to more complex teaching challenges

compared to teachers in regular schools. This is consistent with the present study, where the distribution of subjective well-being among teachers at SLBN Prof. Dr. Sri Soedewi Masjchun Sofwan, S.H, Jambi City reflects a wide variation across categories.

Fitriani (2020) also reinforces these findings, stating that teachers exposed to high emotional demands tend to exhibit higher negative affect if not supported by adequate organizational support and coping strategies. Thus, this study is in line with previous findings that emphasize the influence of work environment, job demands, social support, and emotional regulation on teachers' subjective well-being. Subjective well-being reflects teachers' psychological well-being based on their self-assessment of life satisfaction, positive emotions, and low negative emotions in performing their professional roles. It encompasses not only daily mood and emotions but also teachers' perceptions of teaching success, interpersonal relationships with colleagues and students, and their capacity to manage emotional demands at work. Teachers with high subjective well-being typically show better work motivation, stronger engagement in teaching, and greater resilience in facing challenges. Conversely, low subjective well-being may result in increased stress, emotional exhaustion, and reduced quality of interaction with students. Thus, subjective well-being is a crucial indicator of teachers' psychological functioning and professional performance (Putri & Widuri, 2021).

The findings also show that 48.2% of teachers scored poorly on the cognitive aspect. This may be due to several characteristics such as educational background not aligned with Special Needs Education (PLB), heavy workload, and emotional demands in handling students with special needs. Teachers from non-PLB backgrounds (e.g., Elementary School Education or Sociology) may require greater adaptation to understand student characteristics, leading them to feel less capable of meeting their own professional expectations. According to Haryanto (2019), a mismatch between competence and job demands may lead to chronic work stress and lower life satisfaction.

The questionnaire analysis shows that the lowest-scoring cognitive item was "important events in life often do not align with life goals," where 44.7% of

respondents agreed or strongly agreed. This indicates that nearly half of the teachers feel that significant events in their lives do not support the achievement of their personal or professional goals. This reflects a discrepancy between ideal expectations and lived reality the core of the cognitive dimension in subjective well-being theory.

According to the researcher, this condition may arise because some SLB teachers feel that their profession does not fully provide the recognition or achievement they expect. Many teachers work in SLB not based on early career planning but due to assignment or job necessity. External factors such as limited facilities, low financial rewards, and insufficient psychological support also contribute to feelings of misalignment between life goals and current achievements. Campbell et al. (1976), in *The Quality of Life Index*, argue that misalignment between goals and reality is a major determinant of low life satisfaction. Internal factors such as self-control and self-belief also influence teachers' life satisfaction. Teachers with an internal locus of control tend to view work challenges as opportunities for growth, whereas those with an external locus of control may feel powerless. According to Ryff and Keyes (2018), individuals with clear life goals, strong personal control, and high self-acceptance tend to have more positive cognitive evaluations of their lives. Strengthening self-control is therefore essential to help teachers find deeper meaning in their professional roles.

Strategies to improve teachers' cognitive well-being include professional development and psychological training. Diener, Lucas, & Oishi (2018) suggest that life satisfaction can be enhanced through repeated positive experiences, strong social support, and achievable personal goals. Hence, the school can facilitate career guidance, reflective supervision, and stress management training. Positive feedback from school leaders can also enhance teachers' sense of worth and achievement.

The researcher recommends strengthening organizational support and interpersonal communication among teachers through experience-sharing forums, peer mentoring, and reflective supervision. Additionally, local government and the Education Office are encouraged to provide well-being programs, not only financial but also psychological, such as career counseling, emotional management workshops, and recognition for high-performing teachers.

This aligns with Karimah (2023), who found that most SLB teachers in Yogyakarta had moderate-to-high life satisfaction, though some felt their career paths did not align with their initial expectations. Similarly, Aviyah and Farid (2014) showed that SLB teachers' life satisfaction is influenced by emotional adjustment and social support. Teachers with high social support and positive perceptions of their work tend to have better cognitive evaluations of their lives.

Findings show that 54.1% of teachers have a good level of positive affect, while the rest fall into the poor category. This aligns with Rizka and Kusumaningrum (2019), who reported that high gratitude correlates with higher positive affect. Widarna, Niagara, and Nuraeni (2023) also found that emotional regulation training can significantly enhance positive affect among SLB teachers.

Theoretically, positive affect in subjective well-being (Diener et al., 1984) refers to emotions such as happiness, enthusiasm, love, and pride. Positive affect broadens one's thought-action repertoire and builds long-term psychological resources (Fredrickson, 2001). Conversely, low positive affect may lead to stress, fatigue, and diminished creativity. Lyubomirsky, King, and Diener (2021) emphasize that individuals with low positive affect tend to evaluate life more pessimistically.

At SLB Sri Soedewi, 49.4% of teachers show low positive affect, possibly due to emotional load from handling children with special needs, administrative burdens, and limited social support. Many teachers struggle to build warm social connections. Questionnaire data shows the lowest score was on the item "feeling warmth in social relationships," where 41.2% disagreed or strongly disagreed.

Researchers argue this may be caused by individual workloads, age differences, and limited informal interaction. According to Diener and Biswas-Diener (2020), positive social relationships are essential sources of positive affect. Interventions may include gratitude practice, mindfulness, emotional regulation training, team-building activities, and supportive school climate. Organizational support such as empathetic supervision and social recognition can significantly improve positive affect.

Findings show that most teachers (56.5%) are in the "good" category of negative affect (meaning low levels), yet 43.5% still struggle with high negative

affect. This aligns with Sulastri & Raharjo (2021), who found moderate-to-high stress levels among special education teachers. Muthmainnah & Nurlaela (2022) also reported that emotional burden can increase negative emotions such as frustration, although social support can mitigate them.

Negative affect refers to unpleasant emotions (sadness, anger, anxiety, stress) (Diener et al., 1985). Watson, Clark, & Tellegen (1988) state that high negative affect disrupts cognition and social interactions. Steel, Schmidt, & Shultz (2019) found that high negative affect correlates with burnout. In this study, teachers’ negative affect is influenced by heavy workloads, emotional demands, and limited social communication. Many teachers feel unsupported, leading to emotional exhaustion. Indriani (2022) reported that poor interpersonal relationships increase negative emotions.

The lowest-scoring item was “requiring great effort to find calm amidst problems” 58.9% agreed. This indicates difficulty regulating emotions. Factors contributing include long work tenure, repetitive routines, and lack of rest. According to Lazarus (1991), negative emotions arise when individuals perceive threats but lack coping resources. Interventions include mindfulness, deep-breathing relaxation, gratitude exercises, emotional regulation training, social support groups, and empathetic leadership. School management is encouraged to create a supportive climate and implement mental well-being programs.

Characteristics Associated with Subjective Well-Being of Teachers at SLBN Prof. Dr. Sri Soedewi Masjchun Sofwan, S.H Kota Jambi

The distribution of subjective well-being based on respondent characteristics is shown below:

Table 3. Characteristics Associated with Subjective Well-Being of Teachers at SLBN Prof. Dr. Sri Soedewi Masjchun Sofwan, S.H Kota Jambi

No	Characteristics	Subjective Well-Being Guru										Total		p-value	
		Very Low		Low		Moderate		High		Very High		f	%		
		f	%	f	%	f	%	f	%	f	%				
1	Gender														
	Male	0	0.0	2	13.3	4	26.7	6	40.0	3	20.0	15	100.0	0.002	



	Female	5	7.1	24	34.3	21	30.0	20	28.6	0	0.0	70	100.0	
2	Age													
	18–40 years (Early Adulthood)	3	4.7	22	34.4	18	28.1	20	31.2	1	1.6	64	100.0	0.301
	>40–60 years (Middle Adulthood)	2	9.5	4	19.0	7	33.3	6	28.6	2	9.5	21	100.0	
3	Length of Service													
	Short (0–5 years)	2	5.1	15	38.5	10	25.6	12	30.8	0	0.0	39	100.0	0.095
	Medium (6–10 years)	1	4.8	4	19.0	6	28.6	10	47.6	0	0.0	21	100.0	
	Long (>10 years)	2	8.0	7	28.0	9	26.0	4	16.0	3	12.0	25	100.0	
4	Educational Background													
	Bachelor’s Degree (S1)	5	6.5	25	32.5	20	26.0	25	32.5	2	2.6	77	100.0	0.124
	Master’s Degree (S2)	0	0.0	1	14.3	5	71.4	0	0.0	1	14.3	7	100.0	
	Doctoral Degree (S3)	0	0.0	0	0.0	0	0.0	1	100	0	0.0	1	100.0	
	Total	5	5.9	26	30.6	25	29.4	26	30.6	3	3.5	85	100.0	

The chi-square test results in Table 3 show that among all the characteristics analyzed (sex, age, length of employment, and last education), only sex has a significant association with subjective well-being ($p = 0.002$), whereas age, length of employment, and education do not show a significant relationship ($p > 0.05$). These findings indicate that, in the context of teachers at this special school, variation in subjective well-being is more sensitive to gender-related aspects than to other demographic factors that are chronological (age) or structural (tenure, educational qualification). This result is consistent with studies on gender differences in teacher well-being, which show that male and female teachers may experience different working conditions and psychological pressures (Fu et al., 2022; Kreuzfeld et al., 2022).

More specifically, male teachers in this special school are more concentrated in the “High” SWB category (40.0%) and “Very High” category (20.0%), whereas female teachers are more concentrated in the “Low” (34.3%) and “Moderate” (30.0%) categories, with a small proportion in the “Very Low” category (7.1%) and none in the “Very High” category. This pattern is in line with the study by Fu et al. (2022) on special education teachers in China, which found that male teachers had higher SWB scores than female teachers, and that there were significant differences by sex, position, educational background, and teaching tenure. These findings reinforce the

assumption that the psychosocial burden experienced by female teachers in special education settings tends to be heavier and has a stronger impact on how they evaluate their quality of life and work.

These findings are also consistent with recent research on time poverty and teachers' subjective well-being, which shows that gender acts as an "amplifier" of the impact of emotional exhaustion on SWB; female teachers are more vulnerable to decreases in well-being when facing time constraints and high emotional demands at work (Zhu et al., 2025; Wang et al., 2025). In the context of a special school, where teachers not only serve as instructors but also as caregivers, counselors, and emotional companions for students with special needs, this vulnerability is likely to be even greater. According to the researcher, a number of female teachers in this school may also carry multiple roles as primary caregivers at home (wives, mothers, or daughters supporting the family), such that the accumulation of domestic and professional workloads contributes to the decline in their SWB. This is in line with studies on work-family conflict and teacher well-being, which show that multiple role demands are associated with increased emotional exhaustion and reduced life satisfaction.

On the other hand, although the number of male teachers is relatively small, the proportion of those in the "High" and "Very High" categories indicates that this group is relatively more able to maintain a positive evaluation of their life and work. Several studies on teacher SWB in various countries show that gender differences in SWB are often not very large on average but become significant when combined with contextual factors such as school type, administrative burden, and emotional demands (Li et al., 2025; Holzer, 2025). According to the researcher's assumptions, male teachers in this school may enjoy a greater degree of autonomy, different social expectations (for example, being more frequently placed in structural or technical roles), and coping patterns that are more problem-focused, thus providing them with relatively more protection from prolonged emotional exhaustion.

In contrast to sex, age does not show a significant association with subjective well-being ($p = 0.301$). Both early adulthood (18–40 years) and middle adulthood (>40–60 years) groups are spread across all SWB categories, with dominance in the

“Low,” “Moderate,” and “High” categories. This pattern is somewhat different from several international studies that have found changes in SWB along with increasing age due to rising job demands and declining psychological energy (Le et al., 2022; Morris et al., 2025). In this study, the absence of significant differences suggests that age-related experience does not automatically serve as a “protective” or “risk” factor for SWB, as its influence is likely mediated by other factors such as the quality of social support, workload, and organizational climate.

Similar findings are seen for length of employment, where no significant relationship is found with SWB ($p = 0.095$), although descriptively teachers with intermediate tenure (6–10 years) show the highest proportion in the “High” category (47.6%). This pattern can be interpreted as indicating that teachers who have passed the initial adaptation phase but have not been in the system for too long (and thus have not yet experienced chronic stagnation) tend to have more optimal SWB. Research on tenure and work engagement among teachers suggests that length of employment can increase skills, confidence, and job security, but can also increase the risk of burnout when job demands are not balanced by adequate resources (Rusydi, 2023; Ostermeier, 2023). According to the researcher, the lack of statistical significance in this study is likely influenced by the sample size in each category and the complex relationship between tenure, task demands, and psychosocial resources in the special school.

For the variable of last educational attainment, the analysis also shows no significant relationship with SWB ($p = 0.124$). Teachers with a bachelor’s degree (S1) are distributed across all SWB categories, while those with a master’s degree (S2) tend to be concentrated in the “Moderate” category, and there is only one doctoral-level (S3) teacher in the “High” category. Fu et al. (2022) found that special education teachers in China with postgraduate qualifications have better relaxation and emotion regulation scores than teachers with lower qualifications. However, the findings of this study do not fully align with that pattern, possibly due to the very small number of S2 and S3 teachers and differing work contexts. According to the researcher, these results underscore that formal education level alone is not sufficient to guarantee high SWB; what is more decisive is the quality of specialized

pedagogical training, the fit between competence and job characteristics, and the institutional support received by teachers.

When these four characteristics are considered together, the emerging pattern suggests that teachers' SWB in this special school is more strongly determined by psychological and organizational resources than by static demographic factors. Recent studies on teacher well-being indicate that family support, religiosity/spirituality, collaborative work environments, mutual trust, and opportunities for self-development are important predictors of teacher SWB (Li et al., 2025; Nope et al., 2025). Among special education teachers, social support and self-efficacy even act as important mediators that strengthen the relationship between social support and SWB (Fu et al., 2022). Thus, in the context of SLBN Prof. Dr. Sri Soedewi Masjchun Sofwan, S.H, the significant gender difference in SWB appears to reflect different levels of access to these resources rather than purely biological or demographic factors.

According to the researcher's assumptions, female teachers in this school are more often on the front lines of emotional interaction with students and parents, more vulnerable to administrative and relational burdens, and at the same time carry domestic responsibilities at home. The combination of these factors has the potential to exacerbate time poverty and emotional exhaustion among female teachers, as indicated by studies on time poverty and teacher SWB that show women are more negatively affected when emotional exhaustion increases (Zhu et al., 2025; Wang et al., 2025). Conversely, male teachers appear relatively more protected due to different social expectations and role distributions, as well as a greater likelihood of occupying structural roles or positions that provide more autonomy.

Based on these findings, the researcher proposes several practical implications for the school. First, interventions to improve SWB need to be designed with gender sensitivity, for example through emotional support programs, counseling, or peer support groups that specifically facilitate female teachers in sharing psychological burdens and developing adaptive coping strategies. Second, the principal and management team should review the distribution of teaching, administrative, and non-academic tasks, so that they do not disproportionately burden specific teachers

(especially women and those with longer tenure). Third, given the evidence that self-efficacy plays an important mediating role in SWB among special education teachers (Fu et al., 2022), continuous training is needed that not only focuses on instructional techniques but also on strengthening self-efficacy, emotional regulation, and inclusive classroom management.

For the City/Provincial Education Office and policymakers, these findings highlight the importance of incorporating special school teachers' psychological well-being into inclusive education policy planning. Research on teacher well-being shows that teacher SWB is associated with the quality of teacher-student relationships, school climate, institutional support, and has an impact on student learning outcomes (Ostermeier, 2023; Le et al., 2022). Therefore, beyond improving facilities and infrastructure, training programs for special education teachers should also include specific modules on self-care, stress management, and positive psychology. The Education Office can also initiate reward programs for outstanding special school teachers that assess not only academic performance but also contributions in building a safe and supportive emotional climate for students with special needs.

For higher education institutions offering Special Education or Teacher Education programs, these results signal that curricula need to allocate greater emphasis to the development of socio-emotional competencies among prospective teachers. Studies on teacher SWB in various contexts show that strengthening these competencies during pre-service education can help prevent declines in SWB when teachers enter demanding work environments (Rusydi, 2023; Li et al., 2025). Thus, collaboration between special schools and universities in the form of reflective field practice, joint supervision, or alumni mentoring programs holds great potential for supporting teachers' SWB in the long term.

Overall, the findings of this study affirm that teachers' subjective well-being in special schools is not merely an individual issue but a systemic phenomenon influenced by a combination of personal, social, and structural factors. The significant relationship between sex and SWB, alongside the non-significant effects of age, tenure, and education, points to the need for policy approaches that are more

sensitive to teachers' everyday experiences – especially those of female teachers in special education classrooms. If schools and policymakers are able to manage job demands, provide adequate social and professional support, and create a fair and inclusive work climate, improvements in teachers' SWB are expected not only to enhance their quality of life but also to positively impact the educational success of students with special needs at SLBN Prof. Dr. Sri Soedewi Masjchun Sofwan, S.H, Jambi City.

V. CONCLUSION AND SUGGESTION

Conclusion (Shortened Version)

Based on the findings of this study on the subjective well-being of teachers at SLBN Prof. Dr. Sri Soedewi Masjchun Sofwan, S.H, Jambi City, it can be concluded that:

1. Teachers' subjective well-being varies across all categories with a relatively balanced distribution, although most teachers fall into the "High" category.
2. Sex shows a statistically significant relationship with subjective well-being ($p = 0.002$), while age, length of employment, and educational background do not ($p > 0.05$).

Recommendations (Shortened Version)

1. For the School

The school is encouraged to create a more supportive and empathetic work environment through peer support groups, team-building activities, and stress-management training (e.g., mindfulness or emotional regulation). Strengthening appreciation systems, reflective forums, and collegial collaboration is recommended to enhance teachers' emotional well-being and foster positive social relationships.

2. For the Education Office and Policymakers

- a. Prioritize psychological well-being programs for special school teachers through regular training on emotional regulation, stress management, mindfulness, and positive psychology.
- b. Review workload distribution and develop gender-responsive policies to reduce role overload, especially among female teachers.

- c. Enhance supervisory systems through empathetic, reflective guidance and allocate funding for programs such as well-being days, counseling services, and psychological support facilities.
- d. Integrate teacher well-being indicators into school quality evaluations to ensure policies support mental health and overall well-being.

3. For Educational Institutions

- a. Strengthen curricula with social-emotional competence training, including stress management, emotional regulation, coping strategies, and interpersonal skills.
- b. Expand collaboration with special schools through structured field practice, collaborative supervision, and mentoring programs.
- c. Develop centers for special education psychology to support counseling, workshops, and evidence-based research on teacher well-being.
- d. Provide continuous professional development programs (online/offline) focusing on inclusive pedagogy, classroom management, and socio-emotional competence to enhance teachers' self-efficacy and well-being.

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