

Teacher Well-Being Management for Enhancing Student Well-Being in Primary Schools

¹Ucih Kursih, ²Senowarsito, ³Harjito

Universitas Persatuan Guru Republik Indonesia Semarang, Indonesia

e-mail: ucihkursih81@gmail.com

Abstract: *Student well-being is increasingly recognized as an important indicator of educational quality, particularly in inclusive primary schools where diverse needs require supportive and collaborative learning environments. This study examined the effects of teacher well-being management, teachers' digital literacy, and digital community collaboration on student well-being in public primary schools in Sragi District, Pekalongan Regency, Indonesia. A quantitative causal-associative survey design was employed, involving 116 teachers from 15 public primary schools selected through total sampling. Data were collected using validated and reliable five-point Likert-scale questionnaires and analyzed using descriptive statistics, simple linear regression, and multiple linear regression. The findings showed that teacher well-being management, digital literacy, and digital community collaboration positively and significantly affected student well-being, both independently and collectively. Teacher well-being management emerged as the strongest predictor, emphasizing the importance of personal agency, professional connectedness, and workload balance. These findings indicate that student well-being requires an integrated educational ecosystem that supports teacher well-being, strengthens digital capacity, and promotes meaningful school-community collaboration. The study highlights teacher well-being management as an organizational foundation for strengthening student well-being in inclusive primary education.*

Keywords: *primary education; student well-being; teacher digital literacy; teacher well-being management; digital community collaboration*

Abstract: *Kesejahteraan siswa semakin diakui sebagai indikator penting kualitas pendidikan, khususnya pada sekolah dasar inklusif yang memiliki beragam kebutuhan sehingga memerlukan lingkungan pembelajaran yang suportif dan kolaboratif. Penelitian ini bertujuan menganalisis pengaruh manajemen kesejahteraan guru, literasi digital guru, dan kolaborasi komunitas digital terhadap kesejahteraan siswa di sekolah dasar negeri Kecamatan Sragi, Kabupaten Pekalongan, Indonesia. Penelitian menggunakan pendekatan kuantitatif dengan desain survei kausal-asosiatif yang melibatkan 116 guru dari 15 sekolah dasar negeri melalui teknik total sampling. Data dikumpulkan menggunakan kuesioner skala Likert lima poin yang telah divalidasi dan dinyatakan reliabel, kemudian dianalisis menggunakan statistik deskriptif, regresi linier sederhana, dan regresi linier berganda. Hasil penelitian menunjukkan bahwa manajemen kesejahteraan guru, literasi digital, dan kolaborasi komunitas digital berpengaruh positif dan signifikan terhadap kesejahteraan siswa, baik secara parsial maupun simultan. Manajemen kesejahteraan guru menjadi prediktor terkuat, yang menegaskan pentingnya kemandirian, keterhubungan profesional, dan keseimbangan beban kerja. Temuan ini menunjukkan bahwa kesejahteraan siswa memerlukan ekosistem pendidikan terpadu yang mendukung kesejahteraan guru, memperkuat kapasitas digital, dan mendorong kolaborasi sekolah dan masyarakat secara bermakna. Penelitian ini menegaskan manajemen kesejahteraan guru sebagai landasan organisasional dalam memperkuat kesejahteraan siswa pada pendidikan dasar inklusif.*

Keywords: *pendidikan dasar; kesejahteraan siswa; literasi digital guru; manajemen kesejahteraan guru; kolaborasi komunitas digital*

Introduction

Student well-being has become an increasingly important concern in contemporary education, as educational success can no longer be assessed solely through academic achievement. Schools are expected to provide environments where students feel safe, accepted, valued, develop positive relationships, and engage meaningfully in learning. Student well-being is a multidimensional condition encompassing psychological, social, emotional, and academic dimensions. Therefore, academic achievement does not always correspond with enhanced well-being when schools prioritize performance while neglecting students' holistic development (Ling et al., 2022; Widodo et al., 2024). Student well-being is also influenced by educational environmental factors, particularly school belonging, where students' sense of acceptance, connectedness, and participation contributes to positive educational experiences (Stang-Rabrig et al., 2023; Allen et al., 2018, 2022).

The importance of student well-being is particularly evident in inclusive education, where schools must accommodate diverse student characteristics and needs. This condition increases teachers' professional demands because they must manage heterogeneous learning needs while maintaining instructional quality and positive interpersonal relationships. Teachers' self-efficacy and beliefs about inclusive education influence their capacity to manage occupational demands and their vulnerability to burnout (Friesen et al., 2023). Positive attitudes and self-efficacy may also serve as protective factors against burnout in inclusive settings (Vieira et al., 2024; Wray et al., 2022).

Teachers occupy a strategic position because they directly influence classroom climate, interpersonal relationships, and students' socio-emotional experiences. Teacher well-being is associated with teacher–student connectedness, while teacher–student relationships are also related to primary school teachers' well-being (Collie & Martin, 2023; Haldimann et al., 2023). Students' well-being is associated with teachers' professional agency, indicating that teachers' professional conditions cannot be separated from students' experiences (Yli-Pietilä et al., 2024). Teachers' emotional and socio-emotional competencies further contribute to educator well-being, teacher–student relationships, and students' psychosocial well-being (Fitzgerald et al., 2022; Olayiwola-Adedola & Naidoo, 2026).

Teacher well-being has been conceptualized as a multidimensional condition influenced by individual, relational, and organizational factors and associated with teaching effectiveness, professional retention, and interpersonal relationships (Bardach et al., 2022; Hascher & Waber, 2021). However, teacher well-being is also influenced by workplace conditions, where stress, anxiety, depression, and burnout are associated with both personal and organizational factors (Agyapong et al., 2022; Carroll et al., 2022).

This study distinguishes teacher well-being from teacher well-being management. Teacher well-being refers to teachers' psychological, emotional, and professional conditions, whereas teacher well-being management refers to the systematic organizational process of creating and maintaining conditions that support sustainable teacher well-being. Therefore, teacher well-being management is not merely another dimension of teacher well-being but represents an educational management approach that positions teacher well-being as an organizational resource for improving educational quality. This perspective aligns with a systems-based approach emphasizing that organizational characteristics, leadership support, professional

relationships, and institutional policies influence teacher well-being outcomes (Evans et al., 2022; Oliveira et al., 2021).

In this framework, personal agency, connectedness, and workload balance are conceptualized as management mechanisms. Personal agency reflects organizational efforts to provide professional autonomy and decision-making opportunities; connectedness represents institutional practices that strengthen professional relationships and collegial support; while workload balance reflects strategies to align professional demands with teachers' capacities. These components indicate how schools actively manage teacher well-being rather than simply measure teachers' psychological states.

Preliminary conditions observed in primary schools in Sragi District demonstrate the relevance of these issues. Observations within the Teacher Working Group (Kelompok Kerja Guru [KKG]) indicated that some teachers experienced administrative pressures, curriculum demands, and additional responsibilities beyond teaching duties. A preliminary survey involving 15 teachers was conducted using the initial teacher well-being management and student well-being questionnaires. Teacher well-being management data were obtained from teacher responses, while student well-being data reflected teachers' perceptions of students' engagement, safety, socio-emotional support, autonomy, and learning climate using a Likert-scale measurement approach with predetermined scoring categories. The results showed teacher well-being management scores ranging from 62% to 78%, with 60% of respondents categorized as having good management levels, while 40% remained suboptimal. Student well-being scores ranged from 62% to 76%, indicating that students' engagement, safety, socio-emotional support, autonomy, and learning climate were not consistently experienced.

Digital transformation has further increased the complexity of teachers' professional environments. Teachers' digital competence includes technical, pedagogical, professional, and critical dimensions, as well as the ability to adapt to emerging technologies (Althubyani, 2024; Aydin et al., 2024; Claro et al., 2024; Tzafilkou et al., 2023). Digital competence frameworks emphasize teachers' capacity to use technology effectively for pedagogical and professional purposes (Ng et al., 2023; Tondeur et al., 2023). However, digitalization may generate technostress when technological demands exceed teachers' competencies and available support (Wang et al., 2023; Wang & Zhao, 2023). School support is therefore essential in facilitating teachers' digital adaptation (Özgür, 2020; Fernández-Batanero et al., 2021).

Student well-being is also shaped by relationships between schools, families, and communities. School-parent partnerships are influenced by leadership practices and opportunities for participation (Povey et al., 2016). Digitalization has expanded these relationships through technology-mediated communication among schools and parents (Bylieva et al., 2023; Lee et al., 2026). In Indonesia, changing parental preferences require school-family partnerships to become more adaptive in the digital era (Hardianto, 2025).

Despite these developments, an important research gap remains. Previous studies have mainly examined teacher well-being as a psychological condition related to stress, burnout, and professional functioning, while its conceptualization as an object of educational management directly connected with student well-being remains insufficiently developed (Dreer, 2023; Gámez-Genovart et al., 2025; Hascher & Waber, 2021).

The novelty of this study lies in advancing teacher well-being management as a strategic organizational construct rather than merely combining existing variables into a regression model. This study positions teacher well-being management as a mechanism through which schools manage professional agency, connectedness, and workload balance to strengthen teachers' capacity to create supportive learning environments. Teachers' digital literacy and digital community collaboration are positioned as complementary ecosystem resources

supporting this process. Accordingly, this study aims to examine the effects of teacher well-being management, teachers' digital literacy, and digital community collaboration on primary school students' well-being in Sragi.

Methods

This study employed a quantitative cross-sectional survey design to examine the relationships and predictive contributions of teacher well-being management, teachers' digital literacy, and digital community collaboration to student well-being. The term causal-associative was revised because a cross-sectional survey analyzed through regression can identify statistical associations and predictive relationships but cannot establish causal effects. Data were collected using questionnaires and analyzed through descriptive and inferential statistics. The study involved three independent variables: teacher well-being management (X_1), teachers' digital literacy (X_2), and digital community collaboration (X_3), and one dependent variable, student well-being (Y). The study was conducted in 15 public primary schools in Sragi District, Pekalongan Regency, Indonesia, from January to May 2026. The participating schools were selected based on their implementation of inclusive education practices. In this study, inclusive primary schools refer to public primary schools that provide learning environments accommodating diverse student characteristics and needs through inclusive learning practices and school-level support systems. The classification was based on educational management records and school conditions in the research setting.

The study population comprised all teachers working in the 15 public primary schools in Sragi District. Based on data from the Pekalongan Regency Office of Education and Culture in 2025, the population consisted of 116 teachers. All teachers were included as respondents using a total sampling technique because the entire population was accessible during data collection. This approach provided comprehensive representation of teacher well-being management, teachers' digital literacy, digital community collaboration, and student well-being across the participating schools.

Teacher well-being management was measured through three dimensions: personal agency, connectedness, and workload balance. Personal agency referred to teachers' capacity to make professional decisions, control teaching strategies, and address occupational challenges. Connectedness represented professional relationships, collegial support, and teachers' sense of belonging within the school community. Workload balance referred to the alignment between professional demands, individual capacity, and opportunities for rest and recovery.

Teachers' digital literacy was measured through five dimensions: cultural literacy, cognitive literacy, constructive literacy, communicative literacy, and civic/ethical literacy. These dimensions reflected teachers' ability to understand digital environments, evaluate information critically, create digital learning resources, communicate through digital platforms, and apply ethical principles in technology use. Digital community collaboration was measured through four dimensions: digital interaction, knowledge sharing, collaborative learning, and collective knowledge creation. Student well-being was measured through four dimensions: belonging, engagement, autonomy, and mastery. Data were collected using a five-point Likert-scale questionnaire ranging from strongly agree (5) to strongly disagree (1). The initial instruments consisted of 39 student well-being items, 27 teacher well-being management items, 45 teachers' digital literacy items, and 36 digital community collaboration items. Prior to data collection, the instruments were pilot-tested with 30 respondents outside the research sample. Validity testing was conducted by comparing calculated r values with the critical value of .361 at the 5%

significance level. Reliability testing used Cronbach's alpha with $\alpha > .70$ as the acceptance criterion. The instruments demonstrated high internal consistency, with Cronbach's alpha coefficients of .993 for student well-being, .988 for teacher well-being management, .988 for teachers' digital literacy, and .994 for digital community collaboration.

Data analysis was conducted using SPSS. Descriptive statistics were used to describe each variable, while regression assumptions were examined through normality, linearity, and homoscedasticity tests. Simple and multiple linear regression analyses were used to estimate predictive relationships among variables. The regression results were interpreted as statistical contributions and explained variance rather than evidence of direct causality. Simple linear regression examined the individual predictive contribution of each independent variable, while multiple linear regression examined the combined contribution of teacher well-being management, teachers' digital literacy, and digital community collaboration to student well-being. The coefficient of determination (R^2) was used to identify the proportion of variance in student well-being explained by the research model.

Result and Discussion

The study involved 116 respondents with complete data across all variables. The descriptive analysis showed that student well-being had a mean score of 127.17 (SD = 27.312), teacher well-being management had a mean score of 94.71 (SD = 19.680), teachers' digital literacy had a mean score of 144.29 (SD = 30.058), and digital community collaboration had a mean score of 123.68 (SD = 24.938). These findings indicate variation in teachers' perceptions regarding student well-being, teacher well-being management, digital literacy, and digital community collaboration.

The regression analysis was interpreted as predictive association rather than causal effect because the study employed a cross-sectional survey design. The discussion is organized according to the three predictors to explain how each variable is theoretically connected with student well-being.

Teacher Well-Being Management and Student Well-Being

Teacher well-being management demonstrated the strongest predictive contribution among the three variables. The simple regression analysis showed a significant positive association between teacher well-being management and student well-being ($B = 1.049$, $t = 12.328$, $p < .001$), with $R^2 = .571$, indicating that teacher well-being management statistically explained 57.1% of the variance in student well-being. In the multiple regression model, teacher well-being management remained the strongest predictor ($\beta = .393$) after controlling for teachers' digital literacy and digital community collaboration.

This relationship can be theoretically explained through the mechanism that teachers' professional conditions influence their capacity to provide supportive classroom interactions. Teacher well-being management in this study was operationalized through personal agency, connectedness, and workload balance. Therefore, the finding does not indicate that schools directly manage teacher well-being, but rather that teachers who perceive stronger autonomy, professional relationships, and manageable workloads may demonstrate greater professional capacity in supporting students' learning experiences.

Previous studies similarly indicate that teacher well-being is associated with teaching effectiveness, professional retention, work engagement, and interpersonal relationships (Bardach et al., 2022; Dreer, 2023; Gámez-Genovart et al., 2025; Hascher & Waber, 2021).

Conversely, excessive occupational demands may contribute to stress and burnout, potentially reducing teachers' professional functioning (Agyapong et al., 2022; Carroll et al., 2022).

The present finding extends previous research by positioning teacher well-being management as a perception-based professional resource rather than solely an individual psychological condition. Personal agency may enable teachers to respond more flexibly to classroom demands, connectedness may strengthen emotional and professional support, and workload balance may reduce excessive occupational pressure. These mechanisms provide a possible explanation for why teacher well-being management demonstrated the strongest statistical contribution in predicting student well-being.

Teacher–student relationships provide an additional explanation for this association. Teacher well-being is associated with teacher–student connectedness and the quality of teacher–student relationships (Collie & Martin, 2023; Haldimann et al., 2023). Furthermore, student well-being is associated with teachers' professional agency (Yli-Pietilä et al., 2024), while teachers' emotional competence supports positive teacher–student relationships and students' psychosocial experiences (Fitzgerald et al., 2022; Olayiwola-Adedola & Naidoo, 2026).

Teachers' Digital Literacy and Student Well-Being

Teachers' digital literacy also showed a significant positive predictive association with student well-being. The regression analysis showed $t = 10.816$, $p < .001$, with $R^2 = .506$, indicating that teachers' digital literacy explained 50.6% of the variance in student well-being.

The relationship may be explained through the role of digital literacy as a professional capability that enables teachers to design flexible, accessible, and meaningful learning experiences. Digital literacy is not limited to technical skills but includes cognitive, communicative, constructive, professional, and ethical competencies (Althubiani, 2024; Aydin et al., 2024; Claro et al., 2024; Tzafilkou et al., 2023).

Previous studies indicate that teachers' digital competence supports effective technology integration and students' learning behaviors (Ng et al., 2023; Tondeur et al., 2023; Pan et al., 2024). However, digitalization may also create technostress when technological demands exceed teacher competence and organizational support (Özgür, 2020; Wang et al., 2023; Wang & Zhao, 2023). Therefore, the practical implication is that digital literacy development should be integrated with teacher support systems rather than introduced merely as an additional professional demand.

Digital Community Collaboration and Student Well-Being

Digital community collaboration showed a significant positive predictive association with student well-being ($t = 12.435$, $p < .001$; $R^2 = .576$). This finding suggests that student well-being is related not only to classroom interactions but also to communication and collaboration between schools, families, and communities. Digital community collaboration may function as a communication mechanism that facilitates information exchange, shared understanding, and coordinated support for students.

This interpretation is consistent with previous research showing that parent–school partnerships are influenced by leadership practices and opportunities for participation (Povey et al., 2016). Digital communication platforms have expanded these relationships by enabling continuous interaction between schools and families (Bylieva et al., 2023). However, the effectiveness of digital communication depends on accessibility, purpose, and quality of interaction (Lee et al., 2026). In Indonesia, changing parental preferences require school–family partnerships to become increasingly adaptive in digital environments (Hardianto, 2025).

Integrated Model Interpretation

The simultaneous regression model showed that teacher well-being management, teachers' digital literacy, and digital community collaboration jointly explained 79.6% of the variance in student well-being ($R^2 = .796$).

Rather than indicating causal relationships, these findings suggest that student well-being is statistically associated with a combination of teacher-related and school-community resources. Teacher well-being management represents teachers' perceived professional conditions, digital literacy represents teachers' technological capacity, and digital community collaboration represents relational support beyond the classroom. Together, these variables provide an integrated framework for understanding factors associated with student well-being in primary school contexts. Because the participating schools were not explicitly verified as officially designated inclusive schools, interpretations related to inclusion are limited. Therefore, the findings should be understood within diverse primary school learning contexts rather than generalized specifically to inclusive education settings.

Conclusion

This study concludes that student well-being in primary schools is statistically associated with teacher well-being management, teachers' digital literacy, and digital community collaboration. The three predictors jointly explained 79.6% of the variance in student well-being, with teacher well-being management showing the strongest relative contribution, followed by teachers' digital literacy and digital community collaboration. These findings suggest that student well-being should be understood within a broader educational ecosystem involving teachers' professional conditions, digital capacity, and school-community relationships. However, because this study employed a cross-sectional design, these relationships should be interpreted as empirical associations rather than causal effects.

This study has several limitations that should be considered when interpreting the findings. First, the study was conducted among primary school teachers in a single geographical area, which may limit the transferability of the findings to other educational contexts. Second, student well-being was assessed through teacher-reported perceptions rather than direct assessments from students, and future research should incorporate students' voices to obtain a more comprehensive understanding of student experiences. Third, the use of self-reported questionnaires for all variables may introduce potential common-method bias. Fourth, teachers were nested within schools, meaning that future studies should consider multilevel analytical approaches to examine possible differences between school-level and individual-level factors. Fifth, although the study discusses student diversity and inclusive educational contexts, the inclusive-school status of the participating schools was not formally verified; therefore, conclusions regarding inclusive education should be interpreted cautiously. The findings may provide implications for school leaders and policymakers to consider teacher well-being support, digital competence development, and school-family collaboration as potential areas for strengthening student well-being; however, these strategies require further confirmation through longitudinal, experimental, or mixed-method studies before being considered demonstrated interventions. Future research should examine the mechanisms through which teachers' professional conditions, digital practices, and community collaboration are associated with students' well-being experiences across diverse educational settings.

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