

The Relationship Between Effort-Reward Imbalance and Subjective Wellbeing (A Study of Temporary Teachers at Public Junior High Schools in Subdistrict X, West Bandung Regency)

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Abstract

Temporary teachers play an essential role in maintaining the continuity of education, particularly in public junior high schools where teacher availability and student developmental needs require strong professional commitment. However, temporary teachers often face unequal working conditions, including high workloads, administrative responsibilities, additional school duties, limited financial compensation, and uncertain employment status. This study aims to examine the relationship between effort-reward imbalance and subjective well-being among temporary teachers at public junior high schools in Subdistrict X, West Bandung Regency. A quantitative approach with a non-experimental correlational design was employed. The study population consisted of 32 temporary teachers from four public junior high schools, selected using saturated sampling. Data were collected through online questionnaires via Google Forms and analyzed using JASP software, with validity, reliability, normality, descriptive, cross-tabulation, and Pearson Product Moment correlation tests applied. The findings show a significant negative relationship between effort-reward imbalance and subjective well-being, with a correlation coefficient of $r = -0.639$ and $p < 0.001$, indicating that a higher perceived imbalance between effort and reward is associated with lower subjective well-being. Most respondents were categorized as having rewards greater than effort and moderate subjective well-being. The study concludes that fair rewards, social support, professional recognition, and career certainty are important factors in maintaining the psychological well-being of temporary teachers.

INTRODUCTION

Education is one of the most important aspects of nation building, and teachers play a major role in this process as they are tasked with educating, guiding, and shaping the character of students (Sulistiani & Nursiwi, 2023). In Indonesia, the teaching profession is divided into teachers with Civil Servant (PNS) status and temporary teachers. Civil servant teachers receive a fixed salary, benefits, and career certainty, while temporary teachers work on a contract basis and generally receive lower remuneration. Based on interviews with several temporary teachers, they reported having understood from the outset the consequences associated with low salaries and uncertain employment status. Nevertheless, they still chose this profession due to their educational background as graduates of education programs, their desire to gain teaching experience, and their perception of future career development opportunities. In addition, the demand for educators in Indonesia remains high, making the role of temporary teachers essential in sustaining the teaching and learning process, particularly when the number

of civil servant teachers is limited and many have reached retirement age (Hariyanto, 2021; Zaidi & Ihsanuddin, 2025).

In practice, the duties of temporary teachers extend beyond classroom instruction as stipulated under Law Number 14 of 2005 concerning Teachers and Lecturers, and include various additional responsibilities such as serving as homeroom teachers, extracurricular coaches, examination supervisors, PPDB committee members, and managing learning administration. This workload demonstrates that the responsibilities of temporary teachers are largely comparable to those of civil servant teachers, even though the rewards and employment certainty they receive remain significantly different. This research focuses on temporary teachers at public junior high schools in Subdistrict X, West Bandung Regency, as the junior high school level represents an important transitional period for students moving from childhood to adolescence, during which teachers face more complex challenges in guiding students' behavioral and emotional development. Furthermore, school conditions across the region vary considerably, ranging from schools with adequate facilities to those still experiencing limitations in learning resources. These conditions require temporary teachers to adapt to high work demands amid existing constraints.

Based on interview findings, temporary teachers receive salaries calculated according to the number of teaching hours, with additional remuneration for extra duties; however, the amounts are considered disproportionate to the workload undertaken. As a result, some teachers choose to take on secondary employment, such as private tutoring, small-scale trading, or work outside of school, to supplement their income. This condition reflects an imbalance between the effort exerted and the rewards received, known as Effort–Reward Imbalance (ERI). According to Siegrist (2016), this condition often occurs in positions with irregular employment status and limited career certainty, whereby workers continue to persevere despite facing high work pressure. Over time, such imbalances can lead to work-related stress and affect individuals' psychological well-being (Rugulies et al., 2017). Research on the relationship between effort-reward imbalance and subjective well-being among temporary teachers is therefore important for understanding their welfare conditions and for providing input to schools and the government in improving attention to temporary teachers' welfare (Hestiningih & Kusumiati, 2022; Marnelli & Rahman, 2022; Putri, 2024).

Based on the findings of this study on the relationship between effort-reward imbalance and subjective well-being among temporary teachers at public junior high schools in Subdistrict X, West Bandung Regency, a significant negative relationship was found between the two variables. The higher the level of perceived imbalance between effort and reward, the lower the level of subjective well-being reported by temporary teachers. This indicates that high job demands — such as teaching, administration, and additional duties — can adversely affect teachers' psychological well-being when not balanced with adequate rewards in the form of financial compensation, social recognition, and career security. Nevertheless, most temporary teachers reported experiencing social support, positive working relationships, and a supportive school environment, enabling them to maintain subjective well-being at a moderate level.

Beyond working conditions, the subjective well-being of temporary teachers is also influenced by personal and social factors. Based on Diener's (2009) theory, subjective well-being is not only related to objective life conditions, but is also shaped by the way individuals

interpret their life experiences. In this study, temporary teachers continued to exhibit positive affect — such as pride, dedication, and optimism toward their profession — despite facing limited material rewards. Most temporary teachers also reported maintaining a balance between work and personal life, with overcommitment not appearing excessively. This suggests that social support, a sense of meaning in one's work, and individual adaptability are important factors in sustaining subjective well-being amid demanding working conditions.

This research is expected to contribute to the development of Industrial and Organizational Psychology, particularly in relation to the welfare of temporary teachers. The findings may also serve as considerations for schools and the government in improving attention to temporary teachers' welfare through enhanced reward systems, career development opportunities, and greater certainty of employment status. In addition, temporary teachers are encouraged to continue developing their competencies, managing workloads realistically, and proactively seeking information regarding PPPK appointment opportunities. For future researchers, this study may serve as a reference for developing research with additional variables, broader populations, and varied research methods to deepen understanding of the psychological conditions and welfare of temporary teachers.

RESEARCH METHOD

This study uses a quantitative research method. The use of quantitative research methods because they can be used to research on certain populations or samples, data collection using research instruments (questionnaires), quantitative or statistical data analysis, with the aim of testing the hypothesis that has been established (Sugiyono, 2023). The approach used by the researcher in this study is an inductive approach, because it reduces a topic to a specific hypothesis based on phenomena that occur in the field, namely the welfare of honorary teachers which is associated with an imbalance between the effort expended and the rewards received. The design used in this study is a non-experimental research design with a type of correlational research because it wants to find out a relationship between 2 variables.

The subjects in this study are honorary teachers of State Junior High Schools in District X, West Bandung Regency with a population of 32 honorary teachers. The population was selected according to the purpose of the study, which was to determine the relationship between effort-reward imbalance and subjective well-being in honorary teachers of State Junior High School in District X. Sample characteristics included all honorary teachers who were actively teaching, both those who were new to teaching and those who had been honorary teachers in these schools for a long time. This study uses a non-probability sampling technique with a saturated sampling method, so that all members of the population are used as research samples. Thus, the number of respondents in this study is all honorary teachers in the research object area, which is 32 people. The research locations were carried out in four State Junior High Schools located in District X of West Bandung Regency, namely SMPN 1, SMPN 2, SMPN 3, and SMPN 4.

Data Collection Techniques

The main data in this study was obtained through the distribution of online questionnaires using Google Form to all honorary teachers of State Junior High School in District X of West Bandung Regency. The distribution of the questionnaire was assisted by one of the honorary teachers in the region. The questionnaire used consisted of Effort-Reward Imbalance and

Subjective Well-Being measuring tools using the Likert scale (Chyung et al., 2017), so that the data obtained was in the form of numerical data which was then processed as the main data of the research. The Effort-Reward Imbalance instrument was adapted from Siegrist et al. (2019). In addition to the main data, this study also uses supporting data in the form of demographic data of respondents which include gender, age, marital status, last education, length of work as a honorary teacher, and other jobs outside the profession as an honorary teacher.

Data Processing and Analysis Techniques

This study uses validity and reliability tests to ensure that the measuring tool used is able to measure variables accurately and consistently. The validity test is carried out through three stages, namely evidence based on test content, evidence based on responses process, and evidence based on internal structure using Confirmatory Factor Analysis (CFA). The results of the validity test showed that most of the items in the Effort-Reward Imbalance and Subjective Well-Being measuring instruments were declared valid because they had a loading factor value of ≥ 0.5 and a significance of $p < 0.05$, although there were some invalid items that were not used in the study. Furthermore, the results of the reliability test using Alpha Cronbach showed that all dimensions of the effort-reward imbalance and subjective well-being variables had a reliability value above 0.7, so that the research instrument was declared reliable and suitable for data collection.

The main data analysis in this study was carried out using the JASP application version 0.95.4 with the Pearson Product Moment correlation analysis technique because the research data is normally distributed. Correlation analysis was used to determine the relationship between the effort-reward imbalance variable and subjective well-being in honorary teachers. In addition, this study also categorizes each variable. The Effort-Reward Imbalance variable is categorized as a reward greater than effort, balanced, and effort greater than reward using the ER-ratio formula. Meanwhile, the Subjective Well-Being variables are categorized into high, medium, and low based on ideal norms, and in the affective dimension using the interpretation of the SPANE-B score to see the balance of positive and negative affects. Supporting data such as gender, age, marital status, last education, length of employment as an honorary teacher, and other jobs were processed using descriptive statistics to provide an overview of the characteristics of the study respondents.

RESULTS AND DISCUSSION

Normality Test Results

Based on the results of the normality test in figure 4.1, it shows that the data is distributed normally because it can be seen from the residual distribution which forms a pattern similar to the normal curve, with the peak of the distribution being around the value of 0.

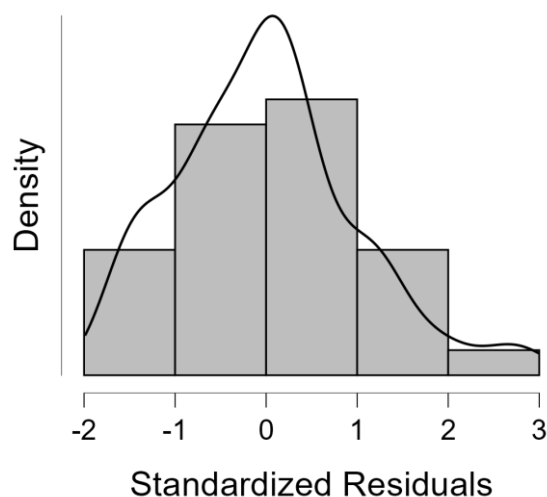


Figure 1. Normality Test Results 1

Hypothesis Test Results

The results of the correlation test between the effort-reward imbalance variable and subjective well-being can be seen in table 1.

Table 1. Correlation Test Results 29

<i>Pearson's Correlations</i>			
Variable		<i>Effort-Reward Imbalance</i>	<i>Subjective Well-Being</i>
1. Effort-Reward Imbalance	Pearson's r	—	
	p-value	—	
2. Subjective Well-Being	Pearson's r	-0.639	—
	p-value	<.001	—

Source: Primary data processed from questionnaire responses of temporary teachers at public junior high schools in Subdistrict X, West Bandung Regency, using JASP software.

Based on the correlation test table 1, the value of the correlation coefficient of $r = -0.639$ with a significance value of $p < 0.001$ was obtained. These results show that there is a significant relationship between effort–reward imbalance and subjective well-being. Based on the correlation coefficient according to Sugiyono (2023), the correlation coefficient value of 0.60-0.799 is included in the category of strong relationships Therefore, the value of $r = -0.639$ shows that the relationship between effort-reward imbalance and subjective well-being is at a strong relationship level with a negative direction.

The direction of the negative relationship shows that the higher the level of effort-reward imbalance felt by honorary teachers, the lower the level of subjective well-being possessed. And vice versa, if the lower the effort-reward imbalance, the higher the subjective well-being.

Based on the results of the correlation test, because the p value < 0.05 , the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. Thus, it can be concluded that there is a significant relationship between effort-reward imbalance and subjective well-being in honorary teachers.

Cross-tabulation results

Table 2. Cross-Tabulation between Effort-Reward Imbalance and Subjective Well-Being by Gender 30

<i>Contingency Tables</i>		SWB_Kategorisasi			
Gender	DIFFERENT < 1	Low	Medium	Height	Total
Men – men	<i>Reward is greater than Effort</i>	0	6	1	7
		0%	18,7%	3,1%	21,8%
Women	<i>Reward is greater than Effort</i>	0	19	6	25
		0%	59,3%	18,7%	78,1%
Total		0	25	7	32
		0%	78,1%	21,8%	100,0%

Note. Each cell displays the observed counts

Source: Primary data processed from questionnaire responses of temporary teachers at public junior high schools in Subdistrict X, West Bandung Regency, using JASP software.

Based on the cross-tabulation in table 2, it can be seen that all respondents, both male and female, are in the category of reward greater than effort ($ERI < 1$). In the male respondents, 7 people were in the category of moderate subjective well-being, while 1 person was in the category of high subjective well-being, and there were no male respondents in the category of low subjective well-being. Then, among the female respondents totaling 25 people, who were in the category of moderate subjective well-being as many as 19 people, and as many as 6 people were in the category of high subjective well-being, and there were no female respondents who were in the category of low subjective well-being.

Table 3. Cross-tabulation between Effort-Reward Imbalance and Subjective Well-Being with Age 31

<i>Contingency Tables</i>		SWB_Kategorisasi			
Age	DIFFERENT < 1	Low	Medium	Height	Total
20 years	<i>Reward is greater than Effort</i>	0	0	1	1
		0%	0%	3,1%	3,1%
22 years old	<i>Reward is greater than Effort</i>	0	1	0	1
		0%	3,1%	0%	3,1%
23 years old	<i>Reward is greater than Effort</i>	0	2	2	4
		0%	6,2%	6,2%	12,5%
24 years	<i>Reward is greater than Effort</i>	0	2	0	2
		0%	6,2%	0%	6,2%
25 years	<i>Reward is greater than Effort</i>	0	10	0	10
		0%	31,2%	0%	31,2%
26 years old	<i>Reward is greater than Effort</i>	0	3	0	3
		0%	9,3%	0%	9,3%
27 years old	<i>Reward is greater than Effort</i>	0	0	1	1
		0%	0%	3,1%	3,1%
28 years old	<i>Reward is greater than Effort</i>	0	1	1	2

		0%	3,1%	3,1%	6,2%
29 years old	<i>Reward is greater than Effort</i>	0	1	0	1
		0%	3,1%	0%	3,1%
30 years	<i>Reward is greater than Effort</i>	0	1	1	2
		0%	3,1%	3,1%	6,2%
32 years old	<i>Reward is greater than Effort</i>	0	1	0	1
		0%	3,1%	0%	3,1%
33 years old	<i>Reward is greater than Effort</i>	0	1	0	1
		0%	3,1%	0%	3,1%
34 years old	<i>Reward is greater than Effort</i>	0	1	0	1
		0%	3,1%	0%	3,1%
37 years old	<i>Reward is greater than Effort</i>	0	0	1	1
		0%	0%	3,1%	3,1%
40 years	<i>Reward is greater than Effort</i>	0	1	0	1
		0%	3,1%	0%	3,1%
Total		0	25	7	32
		0%	78,1%	21,8%	100

Note. Each cell displays the observed counts

Source: Primary data processed from questionnaire responses of temporary teachers at public junior high schools in Subdistrict X, West Bandung Regency, using JASP software.

Based on the cross-tabulation in table 3, it can be seen that all respondents in each age group are in the category of reward greater than effort ($ERI < 1$). From the subjective well-being categorization, there were no respondents in the low category in all age groups. The majority of respondents in almost all age ranges were in the category of moderate subjective well-being. The age group with the highest number of respondents, namely 25 years old, as many as 10 people were in the category of moderate subjective well-being. Then also at the age of 26 years as many as 3 people, 24 years as many as 2 people, and several other ages each consisting of only one respondent were in the category of moderate subjective well-being. In the high category, there are several certain age groups, including 20 years old, 27 years old, 28 years old, 30 years old, and 37 years old each only 1 person, then 23 years old as many as 2 people.

Table 4. Cross-tabulation between Effort-Reward Imbalance and Subjective Well-Being with Length of Employment as an Honorary Teacher 32

<i>Contingency Tables</i>		SWB_Kategorisasi			
Long Work as an Honorary Teacher	DIFFERENT < 1	Low	Medium	Height	Total
1 year	<i>Reward is greater than Effort</i>	0	5	2	7
		0%	15,6%	6,2%	21,8%
2 years	<i>Reward is greater than Effort</i>	0	7	2	9
		0%	21,8%	6,2%	28,1%
21 years old	<i>Reward is greater than Effort</i>	0	1	0	1
		0%	3,1%	0%	3,1%
3 years	<i>Reward is greater than Effort</i>	0	9	2	11

	than <i>Effort</i>	0%	28,1%	6,2%	34,3%
4 years	<i>Reward</i> is greater	0	2	1	3
	than <i>Effort</i>	0%	6,2%	3,1%	9,3%
5 months	<i>Reward</i> is greater	0	1	0	1
	than <i>Effort</i>	0%	3,1%	0%	3,1%
Total		0	25	7	32
		0%	78,1%	21,8%	100,0%

Note. Each cell displays the observed counts

Source: Primary data processed from questionnaire responses of temporary teachers at public junior high schools in Subdistrict X, West Bandung Regency, using JASP software.

Based on the cross-tabulation in table 4, it can be seen that all respondents in each group of long-term working as honorary teachers are in the category of reward greater than effort ($ERI < 1$) with the majority of respondents in each group of long-working in the category of moderate subjective well-being. In the group of respondents with a working period of 1 year, as many as 5 people were in the category of moderate subjective well-being and 2 people in the category of high subjective well-being. During the 2-year working period, a total of 7 people were in the category of moderate subjective well-being and 2 people were in the category of high subjective well-being. Then, in the 3-year working period, which was the largest group with 9 respondents, they were in the category of moderate subjective well-being, and 2 people were in the category of high subjective well-being. During the 4-year working period, 2 people were in the category of moderate subjective well-being and 1 person was in the category of high subjective well-being. Meanwhile, respondents with a working period of 21 years and 5 months each consisted of only 1 and were in the category of moderate subjective well-being.

Table 5. Cross-tabulation between Effort-Reward Imbalance and Subjective Well-Being with Marital Status 33

<i>Contingency Tables</i>		SWB_Kategorisasi			
Marital Status	DIFFERENT < 1	Low	Medium	Height	Total
Unmarried	<i>Reward</i> is greater	0	19	2	21
	than <i>Effort</i>	0%	59,3%	6,2%	65,6%
Married	<i>Reward</i> is greater	0	6	5	11
	than <i>Effort</i>	0%	18,7%	15,6%	34,3%
Total		0	25	7	32
		0%	78,1%	21,8%	100,0%

Note. Each cell displays the observed counts

Source: Primary data processed from questionnaire responses of temporary teachers at public junior high schools in Subdistrict X, West Bandung Regency, using JASP software.

Based on the cross-tabulation in table 5, it can be seen that all unmarried and married respondents are in the category of reward greater than effort ($ERI < 1$) with the majority of respondents in the category of moderate subjective well-being. In the unmarried respondent

group of 21 people, the majority were in the medium SWB category, which was 19 (59.3%). Meanwhile, as many as 2 people (6.2%) were in the high SWB category, and there were no respondents in the low SWB category. In the group of married respondents totaling 11 people, most of the respondents were in the medium SWB category, which was 6 people (18.7%). Then, as many as 5 people (15.6%) were in the high SWB category, and there were no respondents in the low SWB category.

Table 6. Cross-Tabulation between Effort-Reward Imbalance and Subjective Well-Being with Other Jobs 34

<i>Contingency Tables</i>		SWB_Kategorisasi			
		DIFFERENT < 1	Low	Medium	Height
Do you have another job?					
No	<i>Reward is greater than Effort</i>	0	17	5	22
		0%	53,1%	15,6%	68,7%
Ya	<i>Reward is greater than Effort</i>	0	8	2	10
		0%	25,0%	6,2%	31,2%
Total		0	25	7	32
		0%	78,1%	21,8%	100,0%

Note. Each cell displays the observed counts

Source: Primary data processed from questionnaire responses of temporary teachers at public junior high schools in Subdistrict X, West Bandung Regency, using JASP software.

Based on the cross-tabulation in table 6, it can be seen that all respondents who have other jobs and those who do not have other jobs, are in the category of reward greater than effort (ERI < 1) with the majority of respondents in the category of moderate subjective well-being. In the group of respondents who did not have other jobs, the majority were in the medium SWB category, which was 17 people (53.1%). Meanwhile, as many as 5 people (15.6%) were in the high SWB category, and there were no respondents in the low SWB category. In the group of respondents who have other jobs totaling 10 people, most of the respondents are in the medium SWB category, which is as many as 8 people (25.0%). Then, as many as 2 people (6.2%) were in the high SWB category, and there were no respondents in the low SWB category.

Table 7. Cross-Tabulation between Effort-Reward Imbalance and Subjective Well-Being with Recent Education 35

<i>Contingency Tables</i>		SWB_Kategorisasi			
		DIFFERENT < 1	Low	Medium	Height
Final Education					
S1 Guidance and Counseling	<i>Reward is greater than Effort</i>	0	0	1	1
		0%	0%	3,1%	3,1%
S1 Education	<i>Reward is greater than Effort</i>	0	24	5	29
		0%	75,0%	15,6%	90,6%
S2 Education	<i>Reward is greater than Effort</i>	0	0	1	1
		0%	0%	3,1%	3,1%

S2 Religious Education	Islamic	Reward is greater than Effort	0	1	0	1
			0%	3,1%	0%	3,1%
Total			0	25	7	32
			0%	78,1%	21,8%	100,0%

Note. Each cell displays the observed counts

Source: Primary data processed from questionnaire responses of temporary teachers at public junior high schools in Subdistrict X, West Bandung Regency, using JASP software.

Based on the cross-tabulation in Table 7, it can be seen that all respondents at each level of education fell into the category of reward greater than effort ($ERI < 1$), with the majority in the moderate subjective well-being (SWB) category. The one respondent with a final qualification of S1 Guidance and Counseling fell into the high SWB category (3.1%). Among the 29 respondents with a final qualification of S1 Education, the majority fell into the moderate SWB category at 24 respondents (75.0%), while 5 respondents (15.6%) fell into the high SWB category. The one respondent with a final qualification of S2 Education fell into the high SWB category (3.1%), as did the one respondent with a final qualification of S2 Islamic Religious Education (3.1%).

This study aims to examine the relationship between Effort–Reward Imbalance (ERI) and Subjective Well-Being (SWB) among temporary teachers. The results of the Pearson correlation test yielded a correlation coefficient of $r = -0.639$ with a significance level of $p < 0.001$, indicating a significant, strong, and negative relationship. Based on the correlation coefficient criteria of Sugiyono (2023), this value falls within the strong relationship category. The negative direction indicates that the higher the perceived imbalance between effort and reward among temporary teachers, the lower their level of subjective well-being. Accordingly, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. These results are consistent with the theoretical framework of the study, which positions ERI as a psychosocial work risk factor that affects individuals' subjective well-being evaluations (Bellingrath & Kudielka, 2016; Kuswara & Izzati, 2022; Prissly & Kho, 2023).

Based on the study findings, all temporary teachers fell into the category of rewards greater than effort ($ERI < 1$), indicating that the rewards received by temporary teachers tend to exceed the effort expended. The working conditions of temporary teachers in this study are therefore more conducive, as they do not reflect an imbalance detrimental to the individual, as would be the case under $ERI > 1$ (effort greater than reward). Although financial compensation for temporary teachers remains limited, they still perceive other forms of reward, such as social support from colleagues, positive interpersonal relationships in the school environment, a sense of appreciation, and the meaning derived from the teaching profession. These non-financial rewards can help temporary teachers maintain a more positive psychological state in carrying out their work. Consequently, most temporary teachers exhibit subjective well-being in the moderate to high category. When temporary teachers feel that their efforts are appropriately rewarded, they are more likely to sustain positive affect, feel comfortable at work, and experience greater life satisfaction. Nevertheless, the correlation results still show a significant negative relationship between ERI and SWB, indicating that if ERI increases — for instance, when work demands and effort become greater than the rewards received — the subjective

well-being of temporary teachers tends to decline. Conversely, when rewards are greater than effort, as in the findings of this study, subjective well-being tends to be maintained at a higher level.

Theoretically, the results of this study are consistent with the Effort–Reward Imbalance model proposed by Siegrist (1996; 2016), which emphasizes that the reciprocal relationship between effort and reward is a fundamental principle in work relations. According to this model, when individuals expend considerable effort but receive disproportionate rewards, chronic work stress arises that adversely affects psychological well-being. In the context of temporary teaching, structural factors such as limited employment status, career uncertainty, and low-quality employment contracts have the potential to heighten vulnerability to effort-reward imbalance. The strong negative relationship between ERI and SWB in this study therefore confirms that the balance between work demands and rewards is an important factor in maintaining subjective well-being. In the ERI categorization results, all respondents fell into the category where rewards were perceived as greater than effort (Siegrist, 2016). However, these conditions also need to be understood contextually. In interviews with six temporary teachers, they revealed that although financial rewards are relatively limited, they receive non-material rewards such as recognition from the principal, positive interpersonal relationships with colleagues, and a personal sense of meaning in the teaching profession. This demonstrates that the perception of rewards among temporary teachers is not solely determined by economic factors, but also by organizational climate and social recognition — which in the ERI model falls within the dimension of esteem reward.

Regarding the effort dimension, the majority of respondents fell into the moderate category (56.3%), followed by the low category (34.4%), with only a small proportion in the high category (9.4%). These results indicate that the work demands of temporary teachers are at a level that is fairly challenging yet manageable. In interviews with six temporary teachers, they noted that their responsibilities extend beyond classroom instruction to include administrative tasks, additional duties such as serving on school event committees and PPDB committees, as well as a personal commitment to continue teaching even when rewards are not proportional to the effort expended. This is consistent with the effort dimension in Siegrist's (2016) model, which encompasses both external and internal demands. If these demands persist over an extended period without adequate support, they can develop into a source of work stress that negatively impacts well-being.

In the reward dimension, the majority of respondents fell into the moderate (75.0%) and high (21.9%) categories. These results reinforce the assumption that, despite financial limitations, temporary teachers still receive other forms of reward that are psychologically meaningful. Siegrist (2016) emphasized that rewards encompass three main aspects: financial compensation, job security and promotion, and social rewards. In the context of this study, although financial compensation and job security for temporary teachers are relatively limited, the aspects of social reward and professional meaning appear to play a more dominant role in shaping positive reward perceptions. This is consistent with interview findings, in which temporary teachers reported that feeling valued by students, positive relationships with colleagues and the principal, and the intrinsic meaning of the educator role are sources of satisfaction in themselves. These non-material rewards function as psychological compensation that can balance the effort expended at work, thereby minimizing the perceived

imbalance between effort and reward.

In the overcommitment dimension, the majority of respondents fell into the moderate category (71.9%). Overcommitment describes an individual's tendency to become excessively involved in work due to internal drives, such as a sense of moral responsibility and a need for recognition (Siegrist, 2016). Individuals with high overcommitment generally find it difficult to disengage from work, continue thinking about work outside working hours, and tend to push themselves to keep working in order to meet expectations or gain recognition from the work environment. In the context of temporary teaching, overcommitment may manifest through behaviors such as taking school work home, continuing to manage learning administration outside working hours, finding it difficult to rest when school tasks remain incomplete, and striving to meet all work demands despite fatigue. Temporary teachers may also exhibit a tendency to maintain high performance out of a sense of responsibility toward students and in the hope of gaining recognition and future career development opportunities (Li et al., 2023; Weiß & Süß, 2016).

However, based on interviews with six temporary teachers at public junior high schools in Subdistrict X, the teachers reported that they do not routinely take work home, except under specific circumstances such as marking examinations or completing report card administration. They also indicated that they are able to manage work-related fatigue in their own ways and rarely work beyond regular hours. A moderate level of overcommitment can therefore serve as a protective factor, as teacher engagement with work remains within reasonable limits and has not become excessive, thereby avoiding adverse effects on well-being.

In the subjective well-being variable, the majority of respondents fell into the moderate category (78.1%), while the remainder fell into the high category (21.9%), with no respondents in the low category. According to Diener (2009), subjective well-being is an individual's subjective evaluation of their life, encompassing a cognitive dimension in the form of life satisfaction and an affective dimension comprising positive and negative affect. The majority of temporary teachers falling into the moderate category indicates that they tend to feel reasonably satisfied with their overall lives, even though certain aspects remain below expectations. Temporary teachers in this category are still able to find meaning and positive value in their role as educators. According to Diener (2009), individuals with a moderate level of subjective well-being are generally still able to evaluate their lives quite positively, even while experiencing dissatisfaction in certain areas.

A proportion of respondents fell into the high category, indicating that these temporary teachers tend to feel their lives are going well and derive satisfaction from social relationships, the work environment, and personal achievements. According to Diener (2009), individuals with high subjective well-being generally hold a positive evaluation of their lives, frequently experience positive emotions, and are able to interpret life experiences more adaptively, allowing them to feel life satisfaction despite facing various challenges. The absence of respondents in the low category indicates that no temporary teacher was predominantly dissatisfied with their overall life. According to Diener (2009), individuals with low subjective well-being tend to hold negative evaluations of their lives, experience negative affect more frequently, and perceive that various aspects of their lives have not proceeded as expected. The absence of respondents in this category therefore demonstrates that the temporary teachers in this study are still able to maintain their psychological well-being reasonably well despite

facing various limitations in their working conditions.

The subjective well-being of temporary teachers, with the majority in the moderate to high category, can be associated with rewards that are still perceived as greater or more meaningful relative to the effort expended, particularly in non-material aspects. Based on interview findings, although temporary teachers feel that their salary is not proportional to their duties and responsibilities (Masruri, n.d.; Hania, 2025), they still receive other forms of reward in the form of social support, recognition within the work environment, positive working relationships, and career development opportunities such as teacher certification. These include the esteem reward and job security reward aspects within the ERI model. In addition, temporary teachers reported that they do not feel treated differently from civil servant teachers, feel appreciated by the school, and maintain optimism about their professional future. These factors serve as protective elements that help sustain their subjective well-being. According to Siegrist's (2016) ERI theory, rewards are not limited to financial compensation, but also encompass social rewards, job security, and self-development opportunities. Consequently, even when financial rewards are perceived as inadequate, the presence of meaningful non-material rewards allows temporary teachers to maintain a positive evaluation of their lives.

In line with Diener (2009), who explained that subjective well-being is influenced by how individuals interpret their life experiences, the quality of social relationships, and the fulfillment of psychological needs such as a sense of appreciation and meaning in life, the temporary teachers in this study are still able to find meaning in their role as educators and derive satisfaction from social relationships in the work environment, thus helping to sustain subjective well-being in the moderate to high category despite financial limitations. Overall, the findings indicate that the moderate to high subjective well-being of temporary teachers can be associated with the presence of non-material rewards perceived as sufficiently meaningful to compensate for the effort they expend in their work.

In the cognitive evaluation dimension, the majority of respondents fell into the moderate category (78.1%), indicating a sufficient level of life satisfaction among temporary teachers. Although temporary teachers face limitations in financial aspects and job security, they are still able to evaluate their lives positively. According to Diener (2009), life satisfaction is greatly influenced by individual cognitive processes in comparing expectations against actual experienced conditions. In the context of this study, temporary teachers appear to adjust their expectations to their work reality, so that the discrepancy between aspirations and reality does not develop into extreme dissatisfaction.

In the affective evaluation dimension, the majority of respondents fell into the balanced affect category (81.3%), indicating that temporary teachers are generally able to maintain a balance between positive and negative emotions in daily life. These results reflect a fairly good capacity for emotional regulation, even in the face of various demands and limitations at work. According to Diener (2009), affective balance is an important indicator of subjective well-being as it reflects the individual's ability to respond to stress and life pressures in a more adaptive manner. In the context of this study, social support from the school environment, positive interpersonal relationships with students and colleagues, and the sense of meaning derived from the teaching profession as a valuable and purposeful role (Arsad, 2020; Djamarah, 2014) can serve as protective factors that help suppress the emergence of negative affect. These results are also consistent with interview findings, which indicate that feeling appreciated by

students and experiencing inner satisfaction in the educator role are sources of positive emotion that contribute to maintaining the affective balance of temporary teachers.

The cross-tabulation results show that the relationship patterns between ERI and SWB are relatively consistent across various demographic characteristics, such as marital status, secondary employment, and educational level. This indicates that demographic factors are not the primary determinants of subjective well-being, which is consistent with Diener's (2009) view that subjective well-being is more strongly influenced by subjective assessments and psychological factors than by demographic characteristics. Descriptively, however, temporary teachers who are married and do not hold secondary employment tend to report higher levels of subjective well-being. This may be supported by social support as an external factor influencing SWB, whereby the presence of a partner provides emotional support, a sense of security, and psychological assistance in managing work demands. In addition, temporary teachers who hold secondary employment may experience increased effort due to greater role demands and workload. According to Siegrist (2016), increased effort that is not balanced with adequate rewards can heighten the risk of effort-reward imbalance, which may subsequently lead to a decline in subjective well-being. Thus, although demographic factors such as marital status and educational level are not the primary determinants of subjective well-being, psychosocial factors such as family social support and workload still play a role in influencing the subjective well-being of temporary teachers.

Overall, the results of this study indicate that the relationship between effort-reward imbalance and subjective well-being among temporary teachers is influenced by various psychosocial factors. Although all respondents fell into the category of reward greater than effort ($ERI < 1$), differences in the levels of effort, reward, and overcommitment still had an effect on the level of subjective well-being perceived. These results demonstrate that the well-being of temporary teachers is not solely determined by general working conditions, but also by the way individuals perceive the demands and rewards they receive.

CONCLUSION

Based on the results of the research conducted on the relationship between effort-reward imbalance and subjective well-being among temporary teachers, it can be concluded that there is a significant negative relationship between the two variables among temporary teachers at public junior high schools in Subdistrict X, West Bandung Regency. The Pearson Product Moment correlation test yielded a correlation coefficient of $r = -0.639$ with a significance level of $p < 0.001$, indicating a strong and significant relationship. This means that the higher the level of effort-reward imbalance perceived by temporary teachers, the lower their subjective well-being, and vice versa. The majority of respondents fell into the category of rewards greater than effort ($ERI < 1$), indicating that temporary teachers generally still perceive the rewards received as greater than the effort expended, even though financial compensation is still felt to be less than optimal. In addition, most temporary teachers exhibit a moderate level of subjective well-being across both the life satisfaction dimension and the balance of positive and negative affect. The relationship pattern between effort-reward imbalance and subjective well-being also tends to be consistent across various demographic characteristics, such as gender, age, length of service, marital status, secondary employment, and educational level.

Based on these findings, this research is expected to contribute to the development of Industrial and Organizational Psychology, particularly in relation to the welfare of temporary teachers. Temporary teachers are advised to be more proactive in managing their career development and maintaining a healthy workload balance, while schools and the government are encouraged to increase attention to the welfare of temporary teachers through fairer policies, professional development support, and the provision of appropriate rewards. Future researchers are also advised to expand the number of respondents, incorporate additional relevant variables, and employ more diverse research methods in order to deepen understanding of the psychological conditions of temporary teachers.

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