

Correlation Between Psychological Well-being and Satisfaction of Life on Physical Education Teachers

Anung Priambodo^{1,*}, Bayu Budi Prakoso², Setyorini³

^{1,2,3} *Dept. of Sport Education, Faculty of Sport Science, Universitas Negeri Surabaya, Surabaya, Indonesia*

*Corresponding author. Email: anungpriambodo@unesa.ac.id

ABSTRACT

Psychological well-being is one aspect of positive psychology that is believed to predict mental health and satisfaction of life before the Covid-19 pandemic. It is necessary to examine the relationship between psychological well-being and satisfaction of life, especially for physical education (PE) teachers, which theoretically will impact student well-being. A total of 116 PE teachers consisting of 85 males and 31 females were sampled. Psychological Well-Being Scale (PWS) and Satisfaction with Life Scale (SWLS) questionnaires were used to measure the two research variables. The collected data was then analyzed using descriptive statistics, t-test, ANOVA, and bivariate correlation. The results show that educational qualification ($t = -3.182$, $p = 0.004$) is a variable that affects the satisfaction of life. Autonomy is one of the six dimensions of psychological well-being that is not related to satisfaction of life ($r = -0.155$, $p = 0.099$) while environmental mastery ($r = 0.287$, $p = 0.002$), personal growth ($r = 0.256$, $p = 0.006$), positive relations ($r = -0.189$, $p = 0.042$), purpose in life ($r = 0.273$, $p = 0.003$), and self-acceptance ($r = 0.312$, $p = 0.001$) were related to satisfaction of life. So it can be concluded that educational qualifications must be considered in examining the relationship between psychological well-being and life satisfaction.

Keywords: *Psychological well-being, Satisfaction of life, Physical education teachers, Pandemic covid-19.*

1. INTRODUCTION

Psychological well-being is widely discussed by Ryff in various forms of his scientific work. From these various scientific works, it is stated that Psychological well-being is a condition of individuals who have the ability to determine their life decisions independently, can control the environment effectively, can establish positive relationships with others, can select and carry out the direction and purpose of life, can accept yourself positively, and develop your potential continuously from time to time [1]. There are six dimensions of psychological well-being: autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, and self-acceptance [2], [3]. As an aspect of positive psychology, psychological well-being is then used as a concept in the implementation of psychotherapy research which produces recommendations in the form of positive psychological functions through research on psychotherapy which is expected to improve the quality of life-related to mental health [4].

The development of the measurement of psychological well-being is also carried out until two of the other six dimensions are reviewed to further strengthen the size of

psychological well-being concerning health [5]. The results showed that low health literacy was followed by low mental well-being [6]. In addition, recent research shows that health literacy is a predictive variable of healthy lifestyle behaviors—increased health literacy is followed by levels of healthy lifestyle behaviors [7]. This explanation can then lead to the assumption that good mental health will be followed by healthy habits, which impacts a person's level of fitness. So it is appropriate if it is necessary to protect mental health and psychological well-being to ensure health [8].

Moreover, wealth, which is considered the most common proxy for psychological well-being, has been questioned. Economists have begun to show evidence that wealth is not related to well-being but rather that psychological well-being triggers many people to move towards it [9]. Wealth is considered no more important than mental health, which will be followed by healthy lifestyle behaviors.

Unfortunately, the researchers found that the treatment of workers in achieving high psychological well-being through workplace health and well-being practices (WHWPs) failed to be carried out, the conflict in the

implementation of WHWPs with organizational policy models was a strong reason for the failure of the treatment process [10]. The performance of treatment is considered an external factor by the workers to be ineffective in increasing psychological well-being. So that it raises recommendations for research on internal factors that are considered to be predictors of high psychological well-being. One of them is emotion regulation which can be used to refer to psychological well-being in difficult times [11].

The Covid-19 pandemic period is a complex problem faced by the world, especially in education. Learning as the end of the implementation of education is affected by the face-to-face learning model being online. The natural obstacles that must be solved by teachers in Indonesia during the current Covid-19 Pandemic are the limited choice of teaching methods that change from face to face to online, lack of scope of curriculum content, soft skills in using technology, lack of online-based learning resources that speak English. Indonesia has increased screen time, teacher communication with parents, coordination problems with fellow teachers and principals, and higher internet bills [12]. Increased screen time is a burdensome factor for mental health, especially for PE teachers who like to move. The results show that during this pandemic, it is believed that doing regular physical activity is a good strategy in maintaining mental health [13].

This condition becomes a worrying matter for the level of satisfaction of life for PE teachers if the physical activity conditions that characterize PE teachers are lost due to the high screen time during online learning. In addition, the Covid-19 pandemic harms mental health [14]. At the same time, mental health and active life are indicators of complete health [15]. For this reason, the purpose of this study was to analyze the condition of the relationship between psychological well-being and satisfaction of life for PE teachers during the Covid-19 pandemic. In addition, it will theoretically discuss the relationship between the two impacting the quality of students from a mental health perspective.

2. METHODS

2.1. Type of Research

This research is included in the type of descriptive research. The research design used is a cross-sectional design, a kind of observational research design that seeks to measure various variables in participants at the same time [16]. The variables measured in this study were psychological well-being and satisfaction variables for PE teachers.

2.2. Setting and Participants

The measurement of the variables was carried out when PE teachers attended training on increasing teacher capacity in teaching from the perspective of sports psychology. The teachers received training materials from the researchers, and then they were given a questionnaire to fill out. A total of 116 PE teachers consisted of 85 males and 31 females with an average age of 40.4 years, the youngest teacher was 24 years old, and the most aged teacher was 60 years old. Teachers are teachers who are placed at the elementary school level.

2.3. Instrumentation

The research instrument used to measure two research variables was in the form of a questionnaire, namely psychological well-being and satisfaction of PE teachers. The psychological wellbeing scale (PWS) questionnaire consists of 18 question items, each question has 7 closed answer choices, namely 1 = strongly agree; 2 = somewhat agree; 3 = a little agree; 4 = neither agree or disagree; 5 = a little disagree; 6 = somewhat disagree; 7 = strongly disagree. PWS consists of 6 dimensions, namely autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, self-acceptance with proven validity ($r = 0.50-0.56$, $p < 0.001$), and reliability ($\alpha > 0.87$) [17].

Satisfaction With Life Scale (SWLS) was adjusted to measure the satisfaction of PE teachers. The questionnaire consists of 5 statement items with detailed answers that can be chosen for each statement, namely 7 = strongly agree, 6 = agree, 5 = slightly agree, 4 = neither agree nor disagree, 3 = slightly disagree, 2 = disagree, 1 = strongly disagree. The questionnaire was declared valid with a score of 0.57-0.75 and reliable with 0.87 [18].

The two questionnaires were packaged in a google form consisting of 4 parts, namely a statement of approval, identity, PWS, and SWLS. The identity part of the filler contains the essential characteristics of the respondents consisting of name, gender, age, education level, employment status, and marital status.

2.4. Analysis

Each respondent's answer is converted into a number according to the level of the answer given. Furthermore, the incoming data were analyzed using descriptive statistics, t-test, ANOVA, and bivariate correlation.

3. RESULTS AND DISCUSSION

3.1. Basic Characteristic of Respondents

The fundamental characteristics of respondents are explained based on five things, namely gender, educational qualifications, employment status, marital status, and age. To determine the primary character of respondents has a relationship with psychological well-being and satisfaction of life for PE teachers, these variables were analyzed using t-test and ANOVA with the results as shown in table 1.

results of other studies that social trust and education level can explain the condition of satisfaction of life [20].

Job status as a civil servant and the non-civil servant did not affect psychological well-being ($p= 0.78$) and life satisfaction ($p= 0.181$). This condition can be explained from the perspective of the salary received by the teacher. The number of teacher salaries based on teacher status in Indonesia is not far apart. So this confirms the findings of other studies that explain that salary levels affect health [21] which has proven that health is also related to psychological well-being and life satisfaction.

Table 1 The basic characteristic of respondents

Socio-demographic characteristic	n	Psychological wellbeing		Satisfaction of life	
		Mean (SD)	p	Mean (SD)	p
Gender					
Male	85	83.0 (8.02)	0.116	31.0 (4.18)	0.041*
Female	31	80.3 (8.32)		30.9 (3.98)	
Qualification					
Bachelor	104	82.3 (8.22)	0.837	30.7 (4.24)	0.004**
Professional/ Magister	12	81.8 (7.83)		32.9 (1.88)	
Employment					
Civil servant	105	82.4 (8.19)	0.78	30.8 (4.21)	0.181
Non-civil servant	11	81.6 (7.09)		32.5 (2.58)	
Marital status					
Married	106	82.3 (8.35)	0.901	31.0 (4.13)	0.958
Single	10	82.6 (5.93)		30.9 (4.07)	
Age					
20-30	21	82.1 (8.13)	0.63	31.3 (4.27)	0.749
31-40	52	81.3 (7.52)		30.9 (4.05)	
41-50	17	83.1 (9.44)		31.6 (3.22)	
51-60	26	83.8 (8.68)		30.3 (4.70)	

SD= Standard Deviation

The gender variable does not affect psychological well-being ($p= 0.116$) and level of satisfaction of life ($p= 0.962$). This phenomenon has not been explained in other studies, which state that women have the different pleasure of life than men; women have higher scores than men [19]. Unfortunately, the results of this study are different from the previous one, and men have a higher score than women. During this Covid-19 pandemic, parents in Indonesia are busier with students studying at home, and women tend to play a more role in assisting students in looking at home than men. [12]. Based on these results, it can be assumed that women are more stressed than men, resulting in lower life satisfaction than men. The educational qualification variable is a variable that affects the satisfaction of life ($p= 0.004$) and not for psychological well-being. The dignity of life affected by academic qualifications can be explained from a social trust, where the higher the level of education, the more Indonesian people trust someone. This will present the

The marital status variable did not affect psychological well-being ($p= 0.901$) and satisfaction of life ($p= 0.958$). Marital status should have a relationship with well-being, but social support is an important variable in stating the relationship between the two [22]. Unfortunately, there was no research on social support in this study, so this phenomenon cannot be explained further.

Age variable did not affect psychological well-being ($p= 0.63$) and satisfaction of life ($p= 0.749$). The condition of the Covid-19 pandemic seems to make teachers have similarities in various things in terms of work perspective as PE teachers. This strengthens the results of other studies, which state that the age difference needs to be observed further to clarify the relationship with satisfaction [23].

3.2. Correlation Between Psychological Well Being and Satisfaction PE Teachers

Using Spearman correlation, statistical analysis results were obtained for the correlation between psychological well-being and satisfaction of PE teachers (table 2).

Table 2. Correlation between psychological well-being and satisfaction PE teachers

Variable		Total psychological well-being	Satisfaction life scale
Total psychological well-being	r	1.000	0.148
	p		0.114
Autonomy	r	0.624**	-0.155
	p	0.000	0.096
Environmental Mastery	r	0.536**	0.287**
	p	0.000	0.002
Personal Growth	r	0.536**	0.256**
	p	0.000	0.006
Positive Relations	r	0.492**	-0.189*
	p	0.000	0.042
Purpose in Life	r	0.494**	0.273**
	p	0.000	0.003
Self-Acceptance	r	0.601**	0.312**
	p	0.000	0.001

Based on the statistical test of the primary characteristic of respondents on psychological well-being and satisfaction of life, it can be concluded that there is no single primary characteristic of respondents that affects psychological well-being. In contrast, only educational qualifications affect the satisfaction of life. To explain these findings in the current Covid-19 pandemic conditions, the concept of emotion regulation needs to be raised. Emotion regulation has a relationship with the satisfaction of life [24]. The idea of emotion regulation focuses on the process of evaluating and modifying emotions using cognitive strategies. The success of emotion regulation depends on a person's mental health in managing emotions to overcome anxiety and depression. Psychological well-being, which is considered the degree of mental health, from a learning perspective, the mental health of teachers is found to have a relationship with students' mental health [25]. So this finding is advantageous in explaining the mental condition of the teacher as well as predicting the situation of the students as well.

4. CONCLUSION

This study provides an overview of the mental health conditions of teachers during the Covid-19 pandemic and its relationship with PE teacher satisfaction in carrying out the profession. It is proven that five of the six

dimensions of psychological well-being are significantly related to life satisfaction. Only the autonomy dimension was not associated with the pleasure of life. Unfortunately, this relationship needs to be explained based on differences in respondent characteristics, primarily educational qualifications. These findings provide the basis for making psychotherapy improve self-health through mental health.

REFERENCES

[1] C. D. Ryff, "Happiness is everything, or is it? Exploration on the meaning of psychological well-being," *J. Pers. Soc. Psychol.*, vol. 6, no. 57, 1989.

[2] R. CD and K. CL, "The structure of psychological well-being revisited," *J. Pers. Soc. Psychol.*, vol. 69, no. 4, pp. 719–727, 1995, DOI: 10.1037//0022-3514.69.4.719.

[3] S. Manchiraju, "Psychometric evaluation of the Ryff's Scale of psychological well-being in self-identified American entrepreneurs," *J. Bus. Ventur. Insights*, vol. 14, p. e00204, Nov. 2020, DOI: 10.1016/J.JBVI.2020.E00204.

[4] R. CD and S. B, "Psychological well-being: meaning, measurement, and implications for psychotherapy research," *Psychother. Psychosom.*, vol. 65, no. 1, pp. 14–23, Jan. 1996, DOI: 10.1159/000289026.

[5] C. D. Ryff, B. H. Singer, and G. D. Love, "Positive health: connecting well-being with biology," *Philos. Trans. R. Soc. London. Ser. B Biol. Sci.*, vol. 359, no. 1449, pp. 1383–1394, Sep. 2004, DOI: 10.1098/RSTB.2004.1521.

[6] Y. Tokuda, N. Doba, J. P. Butler, and M. K. Paasche-Orlow, "Health literacy and physical and psychological well-being in Japanese adults," *Patient Educ. Couns.*, vol. 75, no. 3, pp. 411–417, Jun. 2009, DOI: 10.1016/J.PEC.2009.03.031.

[7] İ. Bektas, A. A. Kudubeş, D. Ayar, and M. Bektas, "Predicting the Healthy Lifestyle Behaviors of Turkish Adolescents Based on their Health Literacy and Self-Efficacy Levels," *J. Pediatr. Nurs.*, vol. 59, pp. e20–e25, Jul. 2021, DOI: 10.1016/J.PEDN.2021.01.016.

[8] M. Heinsch *et al.*, "Protective factors for mental and psychological well-being in Australian adults: A review," *Ment. Heal. Prev.*, p. 200192, Nov. 2020, DOI: 10.1016/J.MHP.2020.200192.

[9] R. A. Calvo and D. Peters, "Promoting psychological well-being: Loftier goals for new technologies [opinion]," *IEEE Technol. Soc. Mag.*, vol. 32, no. 4, pp. 19–21, Dec. 2013, DOI: 10.1109/MTS.2013.2286429.

- [10] K. Daniels *et al.*, "Implementing practices focused on workplace health and psychological well-being: A systematic review," *Soc. Sci. Med.*, vol. 277, p. 113888, 2021, DOI: 10.1016/j.socscimed.2021.113888.
- [11] Z. Vally and K. Ahmed, "Emotion regulation strategies and psychological well-being: Examining cognitive reappraisal and expressive suppression in an Emirati college sample," *Neurol. Psychiatry Brain Res.*, vol. 38, pp. 27–32, Dec. 2020, DOI: 10.1016/J.NPBR.2020.09.001.
- [12] R. S. Putri, A. Purwanto, R. Pramono, M. Akbari, L. M. Wijayanti, and C. C. Hyun, "Impact of the COVID-19 pandemic on online home learning: An explorative study of primary schools in Indonesia," *Int. J. Adv. Sci. Technol.*, vol. 29, no. 5, pp. 4809–4818, 2020.
- [13] G. Maugeri *et al.*, "The impact of physical activity on psychological health during Covid-19 pandemic in Italy," *Heliyon*, vol. 6, no. 6, p. e04315, Jun. 2020, DOI: 10.1016/J.HELİYON.2020.E04315.
- [14] K. E. McPherson, K. McAloney-Kocaman, E. McGlinchey, P. Faeth, and C. Armour, "Longitudinal analysis of the UK COVID-19 Psychological Wellbeing Study: Trajectories of anxiety, depression and COVID-19-related stress symptomology," *Psychiatry Res.*, vol. 304, p. 114138, Oct. 2021, DOI: 10.1016/J.PSYCHRES.2021.114138.
- [15] S. L. Michael, R. Lowry, C. Merlo, A. C. Cooper, E. T. Hyde, and R. McKeon, "Physical activity, sedentary, and dietary behaviors associated with indicators of mental health and suicide risk," *Prev. Med. Reports*, vol. 19, p. 101153, Sep. 2020, DOI: 10.1016/J.PMEDR.2020.101153.
- [16] M. S. Setia, "Methodology Series Module 3: Cross-sectional Studies," *Indian J. Dermatol.*, vol. 61, no. 3, p. 261, May 2016, DOI: 10.4103/0019-5154.182410.
- [17] S. Joseph, J. Maltby, A. M. Wood, H. Stockton, N. Hunt, and S. Regel, "The psychological Well-Being-Post-Traumatic Changes Questionnaire (PWB-PTCQ): Reliability and validity," *Psychol. Trauma Theory, Res. Pract. Policy*, vol. 4, no. 4, pp. 420–428, Jul. 2012, DOI: 10.1037/A0024740.
- [18] E. Diener, R. A. Emmons, R. J. Larsen, and S. Griffin, "The Satisfaction With Life Scale," *J. Pers. Assess.*, vol. 49, no. 1, pp. 71–75, 1985, DOI: 10.1207/s15327752jpa4901_13.
- [19] A. Gigantesco *et al.*, "The Relationship Between Satisfaction With Life and Depression Symptoms by Gender," *Front. Psychiatry*, vol. 0, no. JUN, p. 419, 2019, DOI: 10.3389/FPSYT.2019.00419.
- [20] L. Zanin, "Education and Life Satisfaction concerning the Probability of Social Trust: a Conceptual Framework and Empirical Analysis," *Soc Indic Res*, vol. 132, pp. 925–947, 2017, DOI: 10.1007/s11205-016-1322-5.
- [21] G. Ryu, "Public Employees' Well-Being When Having Long Working Hours and Low-Salary Working Conditions," <http://dx.doi.org/10.1177/0091026015601143>, vol. 45, no. 1, pp. 70–89, Aug. 2015, DOI: 10.1177/0091026015601143.
- [22] L. K. Soulsby and K. M. Bennett, "Marriage and Psychological Wellbeing: The Role of Social Support," *Psychology*, vol. 6, pp. 1349–1359, 2015, DOI: 10.4236/psych.2015.611132.
- [23] H. C. Gutierrez and D. A. Hershey, "Age Differences in Expected Satisfaction with Life in Retirement," <http://dx.doi.org/10.2190/AG.78.2.a>, vol. 78, no. 2, pp. 93–114, Apr. 2014, DOI: 10.2190/AG.78.2.A.
- [24] N. Mitrofan and C. Ciuluvică, "Anger and hostility as indicators of emotion regulation and the life satisfaction at the beginning and the ending period of the adolescence," *Procedia - Soc. Behav. Sci.*, vol. 33, pp. 65–69, Jan. 2012, DOI: 10.1016/J.SBSPRO.2012.01.084.
- [25] S. Harding *et al.*, "Is teachers' mental health and well-being associated with students' mental health and well-being?" *J. Affect. Disord.*, vol. 242, pp. 180–187, Jan. 2019, DOI: 10.1016/J.JAD.2018.08.080.