



RESEARCH ARTICLE

Mental Health of PE's Teachers in Indonesia: Analysis between Well-Being Psychological Capital and Social Support with Demographic Factors

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Abstract

Mental health is crucial in education, including physical education. No research has yet profiled the mental health of physical education teachers in Indonesia. This study aims to identify and analyze the mental health conditions of these teachers through well-being, psychological capital, and social support profiles. The sample consisted of 248 physical education teachers in Indonesia. Most participants were male (87.9%), aged 21-40 years (54%), with a sports education background (80.2%), state school status (74.2%), a bachelor's degree (85.9%), and over 10 years of teaching experience (56.9%). The instruments used were the MHC-SF (Mental Health Continuum Short Form), with validity ranging from 0.477 to 0.723 and a reliability coefficient of $r = 0.899$. The PCQ (Psychological Capital Questionnaire) with validity from 0.233 to 0.49 and $r = 0.904$, and the MSPSS (Multidimensional Scale of Perceived Social Support) with validity from 0.339 to 0.746 and $r = 0.885$. The results showed that most teachers' mental health was in the moderate category. In conclusion, no difference in well-being was found among teachers ($p > 0.005$). However, differences in psychological capital were observed between male and female teachers ($p < 0.05$), and social support varied with age, teaching status, teaching experience, and marital status ($p < 0.05$). Further research is needed to explore the causes of these differences to enhance teachers' well-being.

Keywords

Mental Health, Physical Education, Psychological Capital, Social Support

INTRODUCTION

Mental health is defined as a state of well-being in which an individual realizes their abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a meaningful contribution to their community. This comprehensive definition highlights the importance of mental health in enabling individuals to manage stress, achieve personal goals, and contribute positively to society (Mansimranjit Kaur Uppal, 2021). Nowadays, mental health has become a highly significant issue and topic. Mental health is

fundamental to overall health, emphasizing that good mental health enables individuals to cope with everyday stresses, work productively, and contribute to their communities (Ahmed, 2019). This situation shows that mental health is very important in creating holistic health. According to the WHO, health encompasses physical, mental, and social well-being, and each domain interacts to influence one another. A comprehensive approach is necessary to foster both physical and mental health, emphasizing the interconnectedness of these domains (Ni et al., 2020). Attention upon the condition of mental health in the world of

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education, particularly related to teachers' mental health condition.

Teachers have a major role in educational world. Competent teachers will determine the quality of education through learning process. Teachers' personality and emotion play a significant role in creating a qualified learning environment by enhancing self-confidence, managing stress, and mitigating depression. Recent studies have found that teachers with high levels of emotional intelligence and self-efficacy can effectively handle stress and create a positive classroom atmosphere, which significantly contributes to student engagement and academic success (Buonomo et al., 2019). By understanding teachers' emotional condition, therefore a number of obstacles and solutions are found within learning process (Simonton et al., 2021). Teachers have major role and challenge to encounter various negative emotions felt, for instance, frustration and desperation that will give influence toward students' learning outcome (Simonton et al., 2022). Positive emotion can generate better social sources, intellectual capacity, and physical condition (Gilchrist et al., 2023; Sun et al., 2023). Teachers' mental health turns out to be important thing to know in creating mental health in school's environment.

Attention to the mental health of physical education teachers is currently minimal. References that specifically address the mental health of physical education teachers are still very limited. For example, a study conducted in Istanbul, Turkey, examined the level of mental health literacy among secondary school students and teachers, emphasizing the importance of awareness and support for mental health issues in educational settings (Karabey & Arslan, 2020). On the other hand, during college years, the candidates of physical education teacher had already experienced a number of pressures to make adaptation, for example, the obligation to do theoretical and practical studies at the same time. If they are unable to anticipate this obligation, it will make difficulties in the beginning of their first semester. Sports students ought to maintain the balance between their physical and mental factors (Juriana et al., 2019).

Teachers' mental health had tight correlation to various potential or both internal and external factors owned by them, for instance, well-being, psychological capital and social support. Well-

being is a condition where individuals are able to adapt to their environment, resulting in social acceptance and personal satisfaction. Recent research highlights the importance of social adaptability and psychological well-being as key factors in achieving life satisfaction (Chee et al., 2023). Another study found that life satisfaction and well-being are closely linked to one's ability to adapt socially and maintain positive relationships (Selivanova et al., 2020). Teachers need to be happy, own life satisfaction and free from depression symptoms in order to be able to conduct their duty as educators appropriately. Understanding teachers' well-being becomes crucial due to it gives direct impact to students and eventually will influence upon learning process (Simonton et al., 2021).

Moreover, psychological capital is an important internal factor related to teachers' mental health in addition to well-being. Psychological capital is an ability that makes teachers feel much better in the face of work pressures and encourages them to feel more positive, thus fostering deeper engagement and higher job satisfaction and achievement. A study showed that teachers with higher levels of psychological capital experienced lower levels of burnout and higher levels of well-being (Ferradás et al., 2019). Furthermore, social support is an external factor that is equally important and influences mental health. Social support acts as a protector against stress by providing feelings of being loved, cared for, respected, and entertained. Recent studies highlight that social support significantly improves mental health outcomes, reducing symptoms of depression, anxiety, and stress (Henry et al., 2019). Additionally, social support from family and friends has been shown to enhance overall well-being and life satisfaction, particularly in challenging times (Liu, 2023).

Related research to teachers' mental health in Indonesia is quite a few (Apriningrum & Utami, 2021; Gunawan & Hendriani, 2019) however, it is still limited to merely of study upon physical education teachers' mental health (Juriana et al., 2019; Tahki et al., 2020). There is no research studies toward the health profile of physical education teachers which include several factors altogether, both internal and external factors. This research has aims to: (1) identify and analyze physical education teachers' mental health in Indonesia include well-being, psychological capital

and social support, (2) find differences in well-being, psychological capital and social support of physical education teachers from demographic factors.

MATERIALS AND METHODS

This study followed ethical standards and received approval from the Kementrian Pendidikan, Kebudayaan, Riset dan Teknologi Universitas Pendidikan Indonesia, numbered 1321/UN40.A6/KP/2024. Participant provided informed consent, with the volunteer form covering research details, risks, benefits, confidentiality, and participant rights. The research strictly adhered to the ethical principles of the Declaration of Helsinki, prioritizing participant's rights and well-being in design, procedures, and confidentiality measures.

Design

This research is conducted in the form of survey research utilizing descriptive statistics analysis to explore the well-being, psychological capital, and social support of physical education teachers. Survey research design, as described by (Creswell, 2009), is effective for collecting data from a large population to describe trends, attitudes, or opinions within that population. This method allows researchers to capture a broad overview of the current state of these constructs among teachers.

In addition to descriptive statistics analysis, the researchers use t-tests and ANOVA to determine whether there are differences in well-being, psychological capital, and social support among physical education teachers based on gender, age, educational background, marital status, number of children, and teaching experience. This analytical approach is crucial for understanding the impact of demographic variables on teachers' mental health and support systems (Söderberg et al., 2020).

Participants

The participants in this study were carefully selected through purposive sampling, a method that involves selecting individuals who meet specific criteria relevant to the research objectives. In this case, the primary criterion was that participants had to be physical education teachers who were actively engaged in teaching. This approach ensured that the data collected was pertinent to understanding the current practices and perspectives of active physical education teachers. Additionally, by focusing on actively teaching professionals, the study aimed to

capture contemporary insights and experiences that reflect the current state of physical education instruction.

A total of 248 physical education teachers from various regions in and around Jakarta participated in the study. This sample size was chosen to provide a comprehensive and representative overview of the teaching practices across different locales. The inclusion of participants from diverse geographical areas was crucial for ensuring that the findings could be generalized to a broader context. The participants represented a wide array of schools and teaching environments, which contributed to the richness and diversity of the data collected. By employing purposive sampling and focusing on a well-defined group of participants, the study aimed to gather detailed and relevant information that would enhance the understanding of physical education teaching practices in the specified regions.

Instrument

To assess the aspects of well-being, psychological capital, and perceived social support, this study employed three psychometrically validated instruments. First, the Mental Health Continuum-Short Form (MHC-SF) was used to evaluate the emotional, psychological, and social well-being of the respondents (Keyes, 2002). Second, the Psychological Capital Questionnaire (PCQ) was implemented to measure psychological capital, encompassing hope, efficacy, resilience, and optimism (Luthans et al., 2006). Third, the Multidimensional Scale of Perceived Social Support (MSPSS) was used to assess perceived social support from family, friends, and significant others (Zimet et al., 1988). These instruments were selected based on their strong psychometric properties, ensuring accurate and consistent measurement of variables relevant to the well-being of physical education teachers.

The MHC-SF, developed by Keyes (2002) is a widely used instrument designed to measure the three core dimensions of well-being: emotional well-being (e.g., happiness, life satisfaction), psychological well-being (e.g., personal growth, self-acceptance), and social well-being (e.g., social integration, contribution to society). This instrument consists of 14 items that respondents rate based on their experiences over the past month. The MHC-SF has been validated across various populations, with validity coefficients ranging from 0.477 to 0.723 and a high reliability coefficient of

$r=0.899$, indicating its robustness and consistency in capturing the overall mental health status of individuals. The instrument is particularly suitable for educational settings as it provides a comprehensive measure of mental health, from languishing to flourishing, which is crucial for understanding the well-being of teachers in their professional and personal lives.

The PCQ, developed by (Luthans et al., 2006), is designed to measure an individual's psychological capital, which encompasses four components known as HERO: Hope, Efficacy, Resilience, and Optimism. These components reflect the positive psychological resources that individuals can leverage to overcome challenges and enhance their performance. The PCQ consists of 24 items, with six items dedicated to each component. The validity of the PCQ ranges from 0.233 to 0.49, and it has a reliability coefficient of $r = 0.904$, making it a reliable tool for assessing the psychological strengths of individuals. In the context of this study, the PCQ is particularly relevant as it provides insights into the internal resources that physical education teachers utilize to manage work-related stress and maintain their effectiveness in the face of challenges.

The MSPSS, developed by Zimet et al., (1988), is a tool used to assess perceived social support from three sources: family, friends, and significant others. This instrument includes 12 items, with four items for each source of support. Respondents rate their agreement with each item on a 7-point Likert scale. The MSPSS has been shown to have validity coefficients ranging from 0.339 to 0.746 and a reliability coefficient of $r = 0.885$, indicating its reliability in measuring perceived social support. The MSPSS is particularly useful in this study as it highlights the role of social support in buffering stress and promoting mental health among teachers, who often face various stressors in their professional roles. Understanding the level of perceived social support can help in identifying areas where additional support may be necessary to enhance the well-being of teachers.

These instruments were chosen due to their robust psychometric properties, ensuring accurate and consistent measurements of well-being, psychological capital, and social support among physical education teachers. The MHC-SF assesses overall mental health by capturing a broad spectrum of well-being aspects, making it suitable for educational settings. The PCQ's focus on the HERO

components provides insights into the internal resources teachers utilize to cope with work-related stress and challenges, which are critical for their professional effectiveness. Meanwhile, the MSPSS evaluates perceived social support from various sources, highlighting its role in mitigating stress and enhancing mental health.

Procedure

The researcher first identified schools that had physical education/sports programs in the Jakarta area and its surroundings. The researcher then contacted the principal/vice principal of each school to obtain research permission and recommend PJOK teachers who were willing to be respondents.

After obtaining recommendations from PJOK teachers, the researcher approached them directly to explain the purpose of the study and asked for their willingness to participate. The researcher registered the identities of PJOK teachers who were willing to participate along with their data, such as name, telephone number, and WhatsApp.

Before collecting data, the researcher first conducted a trial of the instrument on 30 PJOK teachers outside the research sample to test the validity and reliability of each instrument. The trial was carried out by providing the instrument and asking respondents to fill it out independently for 30-45 minutes. Furthermore, the researcher conducted a statistical analysis to calculate the validity and reliability coefficient values using the Cronbach Alpha Formula.

Data Analysis

The data obtained from the results of respondents filling out the questionnaire were then processed for analysis. The researcher first edited and coded the raw data to make it easy to input into the IBM SPSS version 26 analysis program. Editing was done to recheck the data so that there were no input errors while coding aimed to change categorical data into numbers so that they could be processed statistically.

Descriptive analysis was then carried out to determine the general description of the data, including the average value, standard deviation, and maximum and minimum values of each variable. The next step was testing the analysis assumptions to determine the appropriate type of test, including the normality test using Kolmogorov-Smirnov. Based on these results, it was decided whether the data met the parametric assumptions or not.

Inferential testing was carried out to determine whether there were differences between groups. If the data followed the parametric assumptions, the t-test or ANOVA was used. Conversely, if it was not normally distributed, a nonparametric test was carried out. All tests were carried out at a significance level of 95% to draw conclusions. The results were presented narratively and in tables to facilitate data interpretation.

RESULTS

The demographic data shows 248 respondents who participated in this study. The majority of

respondents were male, with a percentage of 60.5%. The age group of 31-40 years dominated with a proportion of 45.2%. Most respondents had civil servant status as much as 60.5% and had a bachelor's degree of 72.6%. Respondents with 6-10 years of teaching experience dominated with 35.5%. In general, respondents consisted of men aged 31-40 years with civil servant status, a bachelor's degree, and 6-10 years of teaching experience. This table provides an overview of the sociodemographic characteristics of 248 research respondents (Table 1).

Table 1. Demographic profile of respondents

Category		f	%
Gender	Male	150	60.4
	Female	98	39.5
Age	21-30 Years Old	58	23.4
	31-40 Years Old	112	45.2
	41-50 Years Old	68	27.4
	51-60 Years Old	10	4
Employment Status	Civil Servants	150	60.5
	Honorary	78	31.5
	Other	20	8
Level of Education	Associate Degree	40	16.1
	Bachelor	180	72.6
	Master	28	11.3
	Doctor	0	0
Length of Work	1-5 years	70	28.2
	6-10 years	88	35.5
	11-15 years	60	24.2
	16-20 years	30	12.1

Based on the data processing results, the following description of the welfare of physical education teachers is obtained: in general, it can be explained that the average condition of mental well-being, psychological capital, and social support felt by physical education teachers is in the average range. Physical education teachers' average mental well-being condition is at a score of 69.3 with a standard deviation of 10.1, a minimum value of 23.9, and a maximum of 84. The psychological capital of physical education teachers is, on

average, at a score of 108.3 with a standard deviation of 10.9, a minimum value of 23, and a maximum of 138. Meanwhile, the social support felt by physical education teachers is, on average, at a score of 70.1 with a standard deviation of 9.7, a minimum value of 12, and a maximum of 84. Thus, overall, the study results indicate that the mental well-being, psychological capital, and social support of physical education teachers are in the average range (Table 2).

Table 2. Mental health of physical education teachers

Mental Health Factor	High		Medium		Low	
	f	%	f	%	f	%
1.Well-being	70	28.2	108	43.5	70	28.2
2.Psychological Capital	74	29.8	104	41.9	70	28.2
3.Social Support	61	24.6	120	48.4	67	27

Moreover, based on test-different, it was found the description on well-being, psychological capital and social support from physical education teachers seen from differences of several demographic factors for instance, gender, age,

educational background, spouse status, employment status, educational level, marital status, number of children and teaching experience. In general, the outcome of data processing can be seen from the following (Table 3).

Table 3. Differences of mental health factors from physical education teachers

Demographic Factor	Well-being		Psychological Capital		Social Support	
	Value F	Sign	Value F	Sign	Value F	Sign
1. Gender (male, female)	0.502	0.983 p>0.05	0.881	0.023 p<0.05	0.601	0.055 p>0.05
2. Age (21-40 years old, 41-60 years old)	0.279	0.655 p>0.05	0.717	0.322 p>0.05	0.270	0.001 p<0.05
3. Educational Level (D3, S1, S2)	1.049	0.352 p>0.05	1.718	0.182 p>0.05	1.430	0.241 p>0.05
4. Educational Background (Sport, Non-Sport)	0.792	0.395 p>0.05	0.922	0.493 p>0.05	0.109	0.731 p>0.05
5. Employment Status (State, Private)	0.761	0.385 p>0.05	0.797	0.557 p>0.05	0.166	0.005 p<0.05
6. Teaching Experience (1-2 years, 3-5 years, 6-10 years, more than 10 years)	1.412	0.240 p>0.05	0.901	0.441 p>0.05	3.126	0.026 p<0.05
7. Marital Staus (Single, Married, Divorce)	1.772	0.172 p>0.05	0.340	0.172 p>0.05	3.177	0.043 p<0.05
8. Spouse Status (Employed, Unemployed)	0.704	0.641 p>0.05	0.965	0.281 p>0.05	0.719	0.077 p>0.05
9. Number of Children (no chilren, 2 kids, 3 kids, 4 kids, more than 4 kids)	0.891	0.487 p>0.05	0.136	0.984 p>0.05	1.125	0.347 p>0.05

DISCUSSION

Judging from Table 1, there are interesting study results. Although there are still several physical education teachers who exhibit low well-being, the majority of them have medium well-being. This indicates that most physical education teachers experience a moderate level of life satisfaction both personally and socially. This finding aligns with recent studies showing that teachers' well-being is often influenced by various personal and social factors, including job satisfaction, social support, and work-life balance. Understanding these dynamics is crucial for developing interventions aimed at enhancing the

well-being of physical education teachers (Landolfi et al., 2021; Van Zyl, 2019).

Individuals who have good psychological prosperity marked by high positive affect and low positive affect (Foroughi et al., 2023). Positive emotions can help build social, intellectual and physical resources, leading to long-term benefits in different areas of life (Stifter et al., 2020). Physical education teachers with good well-being demonstrate their ability to control stress and reduce the risk of depression associated with burnout at work. This is in line with Biernat's research on depression, anxiety, and stress in teachers, his study shows that teachers who maintain high levels of physical activity and emotional well-being are

better equipped to manage stress and prevent depression, which significantly improves their professional performance and overall quality of life (Biernat et al., 2022).

Both internal and external potency had by physical education teachers in the form of psychological capital and social support, majority of them in the medium category. Most of physical education teachers have psychological capital classified in medium around 41.9%. From that condition, it was shown that the majority of physical education teachers in Indonesia have better and positive hope upon themselves and their life. Based on aspects in psychological capital exposed that physical education teachers who have decent psychological capital own high self-esteem and feel competent in conducting their daily physical education work. They are also non-surrender people and always optimist in their life (Zhang et al., 2019; Knezevic et al., 2024). Additionally, most of physical education teachers also own social support in medium category around 48.4%. They have family and close relative who significantly contribute to the feeling of loved, cared, and respected (Masa et al., 2022). This condition protects them from work pressure, adding commitment and satisfaction in work. Social support was proven to have correlation with mental health (Dong et al., 2022).

And then based on the outcome of test different of mental health factors consist of well-being, psychological capital and social support known that there are no differences of well-being from physical education teachers seen from gender, age, educational level, educational background, employment status, teaching experience, marital status, spouse status and number of children. Psychological capital of physical education teachers are also different seen from gender where psychological capital of male physical education teachers are higher in terms of their endurance against pressure, stress, and burnout compare to female physical education teachers (Freire et al., 2020; Zhang et al., 2019). They have more encouragement, self-confidence and more efforts in dealing with challenging tasks (N.A.N. Burhanuddin et al., 2019).

Furthermore, there are differences of social support between physical education teachers seen from four aspects: age, employment status, teaching experience, and marital status. Physical education

teachers age 21-40 years have higher social support compare to physical education teachers age 41-60 years (mean = 6.01 > 5.65). Physical education teachers who work in private schools have higher social support compare to physical education teachers who work in state schools (mean = 6.06 > 5.77). Physical education teachers with teaching experience 6-10 years are those who have higher social support compare to physical education teachers who have less or more than 6-10 years of teaching experience (mean = 6.10). Married physical education teachers have higher social support compare to single and divorce physical education teachers (mean = 5.89). Having a life partner means experiencing feelings of being loved, cared for and respected. According to (Sasaki et al., 2023), highlighting that feeling loved in a relationship can significantly improve well-being and reduce destructive behavior . so that it is not surprise that if married physical education teachers have more social support compare to those who single and divorce. Although social support can equally originated from other significant people for instance, friends and other family members (Khatiwada et al., 2021)

Conclusion

Based on the outcome of this research as previously exposed above, several conclusions can be drawn regarding mental health: (1) The mental health of most physical education teachers in Indonesia is classified as medium, based on well-being, psychological capital, and social support; (2) There is no significant difference in well-being among physical education teachers. However, differences in psychological capital were observed between male and female physical education teachers, while social support varied based on factors such as age, teaching location, teaching experience, and marital status. These findings highlight the need for future research to explore the underlying causes of these differences and to develop targeted interventions that enhance well-being and resilience among physical education teachers.

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Conflict of Interest

We declare that the article we have written is not involved in any conflict of interest.

Ethics Statement

This study followed ethical standards and received approval from the Kementerian Pendidikan, Kebudayaan, Riset dan Teknologi Universitas Pendidikan Indonesia, numbered 1321/UN40.A6/KP/2024.

Author Contributions

Study design, D, MJ, J, YH, SMSMP; Data collection, D, J, KT, YH, TA; Statistical analysis, D, YH, TA; Data interpretation, D, YH, TA; Literature search, D, MJ, KT, SMSMP. All authors have read and approved the published version of the manuscript.

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