



# THE IMPACT OF PSYCHOLOGICAL CAPITAL AND SOCIAL SUPPORT ON WELL-BEING OF PE TEACHERS: PRELIMINARY STUDY TO DEVELOP A HOLISTIC WELL-BEING TRAINING MODEL FOR PHYSICAL EDUCATION TEACHERS

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**Abstract.** This study aims to examine the effect of psychological capital and social support on the well-being of physical education teachers in Indonesia. This study involved 248 physical education teachers who taught in private and public schools located in urban areas. The sample ratio of males and females is 87.9% and 12.1%, respectively. Well-being is measured using the MHC-SF (Mental Health Continuum Short Form (MHC-SF) from Keyes with validity ranging from 0.477 to 0.723 and reliability  $r=0.899$ . The psychological capital was assessed using the PCQ (Psychological Capital Questionnaire) from Luthan with validity ranging from 0.223 to 0.49 and reliability  $r = 0.904$ . The social support was identified using MSPSS (Multidimensional Scale of Perceived Social Support) from Zimmet, with validity ranging from 0.339 to 0.746 and reliability  $r = 0.885$ . The results showed that there was an influence of psychological capital on the well-being of physical education teachers ( $p$ -value  $<0.05$ ), as well as the effect of social support on the well-being of physical education teachers ( $p$ -value  $< 0.05$ ). The coefficient of determination showed that the well-being of physical education teachers is influenced by 30.9% of psychological capital and social support together; while 69.1% is affected by other factors outside of this study.

**Keywords:** Physical education teacher, Psychological Capital, Social Support, Well-Being

## 1. INTRODUCTION

Psychological well-being is defined as a condition characterized by having a healthy mentality and functioning optimally, in this case the mental condition in question is free from stress or various mental problems[1]. Ryff further revealed that someone who has psychological well-being has the characteristics of being able to accept oneself in present and past life (self-acceptance), is able to carry out self-development in order to achieve self-actualization (personal growth), has belief in life goals (purpose in life), having positive relationships with other people which is indicated by a warm relationship with the environment (positive relationship with others), the capacity to manage one's life and environment effectively

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(environmental mastery), and the ability to determine actions independently (autonomy). It is important for someone to have good psychological well-being, this can support them in having life satisfaction which is characterized by high positive affect and low negative affect[2]. Positive affect affects happiness in the individual. Happier individuals often have a longer life and healthy, well-maintained body systems and stronger immune conditions[2]. This is important for every individual, including for teachers.

Teachers are professionals with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education[3]. This definition shows the role of the teacher as an important educator for educational institutions. This is supported by the statement that there is a positive influence of the teacher in the classroom which makes a very important contribution to answering educational challenges and supports the development of students' full potential[4]. This has an impact on the emotional demands resulting from the intense interactions that occur every day during their professional career[5]. The stress and emotional demands associated with the teaching profession can lead to emotional exhaustion, negative attitudes towards teaching, low self-achievement, and low job satisfaction[5].

These problems show that it is important for physical education teachers to improve psychological well-being, because they are human beings who have many job demands, therefore they also need psychological well-being. As for the factors that can improve psychological well-being, one of which is social support[1]. Social support is an important factor that can affect mental health[6]. Cobb introduced social support as a protector against stress in ways that affect health and social performance, which gives people a feeling of being loved, cared for, respected, and connected[6]. The other factors that can improve psychological well-being are internal factors which can be strengthened from within the individual, one of which is through psychological capital. Psychological capital emphasizes HERO (Hope, Efficacy, Resilience, Optimism) which interact with each other in improving employee performance[7]. The existence of HERO associated with psychological capital can make Teachers feel better at dealing with pressure at work, which is supported by psychological capital encouraging physical education teachers to be more positive through work involvement, work performance, and job satisfaction[7], [8].

Previous research includes Teachers emotional competence and social support: assessing the mediating role of teacher burnout[5], Sources of social support, job satisfaction, and quality of life among childcare teachers[9], Psychological capital and burnout in teachers[10], The impact of Psychological Capital and Occupational Stress on Teacher Burnout[11], Social support and psychological well-being in younger and older adults[12], and Workplace happiness, well-being and their relationship with psychological capital[13]. However, there is no research that discusses social support and psychological capital associated with psychological well-being among physical education teachers. Therefore, this research is important to study so that the impact of social support and psychological capital on the psychological well-being among physical education teachers can be identified.

## 2. METHOD

The participants involved in this study consisted of 248 sports teachers who taught in private and public schools. Female participants had a ratio of 12.1%, while male participants had a ratio of 87.9%. In this study, the well-being variable was measured using the MHC-SF (Mental Health Continuum Short Form) by Keyes with a validity range of 0.477 to 0.723 and a reliability of  $r = 0.8999$ . The psychological capital variable was measured using the PCQ (Psychological Capital Questionnaire) by Luthan with a validity range of 0.223 to 0.49 and a reliability of  $r = 0.904$ . Social support variables were measured using MSPSS (Multidimensional Scale of Perceived Social Support) by Zimmet with a validity range of 0.339 to 0.746 and a reliability of  $r = 0.8885$ . The data analysis technique used in this research is multiple linear regression test and coefficient of determination test.

## 3. RESULT AND DISCUSSION

### 3.1 Result

The data analysis that has been carried out shows that psychological capital and social support affect well-being in sports teachers. This is shown in table 1. Below.

**Table 1. Data Analysis Result**

Unstandardized Coefficients	Standardized Coefficients	t	Sig.	
B	Std. Error	Beta		
1.234	.402		3.069	.002
.534	.100	.351	5.359	.000
.206	.058	.232	3.548	.000

The results of the coefficient of determination test that has been carried out show the data as illustrated in table 2. Below.

**Table 2. Coefficient of Determination Test**

R	R Square	Adjusted R Square	Std. Error of the Estimate
.517 <sup>a</sup>	.267	.261	.62023

Based on table 2 above, it can be seen that well-being in sports teachers is influenced by psychological capital and social support, while the other 69.1% is another factor outside this study.

### 3.2 Discussion

*Psychological well-being* in this study is influenced by two factors, namely internal factors and also external factors. The internal factors that affect the psychological well-being of physical education teachers are psychological capital, while the external factors that affect the psychological well-being of physical education teachers are social support. This is in line with a finding that social support received has an influence on job demands and the level of psychological fatigue[5]. In other studies it was also found that teachers who get social support will have a good quality of life and bring satisfaction to their work[9]. The findings in this study are also in line with Cobb's that when someone receives good social support, they will avoid stress and feel loved, cared for, and respected, so that this will make them have good social and communication performance in their

environment[6]. Social support obtained also minimizes the occurrence of loneliness. This is in line with research findings that social support prevents loneliness[14]. This is because social support is associated with someone who is valuable, loyal, and supportive so they can avoid experiencing loneliness. Similar results were also found in research which found that someone who gets good social support will not feel isolated and alone in the work environment[15]. The research also explained that when someone experiences stress, anxiety, and depression, or other stress-related illnesses, they tend to look for someone who can provide support to survive.

Psychological capital has an impact on psychological well-being. This can be seen from optimism which is one dimension of psychological capital. Research has found that when teachers get support, are cared for, wanted, and their work is appreciated, then teachers will make it a source of strength and courage that gives rise to optimism[16]. In addition, the study also found that when teachers are optimistic, they will feel full of energy and enthusiasm. A person with a good level of psychological well-being has a good level of optimism too. There is an explanation that optimistic people will interpret an unpleasant experience as room for growth so that the person is able to provide more effective performance[17]. The dimensions of psychological capital which include good hope, resilience, efficacy, and optimism make a person give good performance and be resilient in facing challenges in his work[18]. Teachers with good psychological capital have good self-confidence, optimism, high expectations, low intention to change jobs, and help teachers to overcome work fatigue levels[11].

Social support has an influence in improving the psychological well-being of physical education teachers. Social support is important in achieving psychological well-being[1]. Social support has perceptions as attention, appreciation, and help[19]. There needs to be a healthy environment for physical education teachers in realizing social support. Environmental conditions that cause stress can have a negative effect on employees[20]. This idea proves that the work environment influences employee welfare[13]. A positive work environment can support employees to feel happy at work. This is related to the workplace climate, cooperation between employees, and trust in leaders. The more sources of support an individual has, the greater the level of motivation, satisfaction, and higher well-being[13].

This shows that good psychological capital can make individuals produce high performance in their work so that they can improve their psychological well-being. Likewise, the social support that teachers get can minimize the occurrence of loneliness and avoid stress so that the psychological well-being of physical education teachers is better. This happens because the surrounding environment provides social support so that they feel valued, loved and needed. Various findings are in line with the results in this study in line with Bandura's theory, that psychological well-being is influenced by social cognition factors where a person's behavior can be influenced by the environment and internal[21]. The environment is created from social support, while the internal comes from within the individual. That is, social support or social support and psychological capital affect psychological well-being.

#### **4. CONCLUSION**

The conclusion from this study is that there is an effect of social support on psychological well-being among physical education teachers of  $p=0.000$ . Meanwhile, the psychological capital for the psychological well-being among physical education teachers is  $p=0.000$ . This shows that there is an influence of social support and psychological capital on the psychological well-being of physical education teachers. The psychological well-being among physical education teachers in this study is influenced by psychological capital as an internal factor and social support as an external factor. However, there are other factors outside of this study that affect the psychological well-being among physical education teachers. This can be a suggestion for future researchers to uncover other factors that affect the well-being among physical education teachers.

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