

Psychological Well-Being in Elementary School Teachers

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ABSTRACT

It is the responsibility of educators to mentor and assist students as they learn and develop behaviors that will help them succeed. Teachers' mental health frequently suffers as a result of the workload they bear in order to support students' achievement. Teachers' psychological health may be impacted by this. The purpose of this study is to ascertain the psychological well-being dynamics of an elementary school teacher in the Surabaya city. Twelve primary school teachers served as the subjects of this qualitative study. Three procedures were used to analyze the data: data reduction, data presentation, and conclusion drafting. The study's findings indicate that Surabaya's elementary school teachers' general psychological health falls within the "good" range. Additionally, out of all the dimensions, the dimension of having positive interactions with other people is the highest. In the meantime, there are two moderate elements of psychological well-being: personal progress and life purpose. The study's conclusion is that in order for the on-duty teachers to properly carry out their duties, the school must continue to support a number of psychological well-being characteristics.

1. Introduction

As educators in schools, teachers have a variety of responsibilities. Teachers have a variety of responsibilities in the classroom, such as facilitating learning activities, assessing one another's work, and determining whether students have learned something by using the right techniques and approaches to meet overall learning objectives (Kwon et al., 2020). Teachers are also required to know and understand how to teach and manage their students in the classroom. A good teacher must have sufficient capacity to carry out his role in a variety of different situations effectively. This ability is expected to be able to control, organize, assess and direct the class better (Rindu & Ariyanti, 2017). A teacher's capacity to be a good role model for his students, helping them to acquire good morals and adapt to changing circumstances, is another indicator of how well they are learning. (Lund & Cyvin, 2022). Good welfare should be used to balance these many teaching obligations so that educators may continuously perform their jobs effectively (Zakaria et al., 2021). The stress that teachers face in the classroom as part of their job as employees of educational institutions can have a long-term negative effect on their health and wellbeing. Stressors for teachers include an overwhelming workload, packed classrooms, unfavorable working circumstances, a lack of social support, and a shortage of teaching supplies, according to Iyore (2018). Teachers who are under stress at work will be less resilient, trusting, autonomous, and able to form relationships with people than other professionals, which will lead to a poorer level of psychological well-being (Chaudhry & Chhajer, 2023). According to Rakmawati and Lidyasari (2023), psychological well-being is the capacity of an individual to control their emotions, give a positive assessment of themselves, concentrate on their goals in life, form healthy social relationships, be independent, and effectively manage their lives in the face of adversity. According to Ryff's (1989) definition, psychological well-being includes having a good outlook on life and other people, having the autonomy to make choices and control one's behavior, and being able to design and oversee an environment that meets one's requirements. One's capacity to manage oneself independently of other people or the outside world is one of the six characteristics of psychological well-being (Hulloli et al., 2024). The first dimension is independence. 2. The component of self-acceptance pertains to an individual's ability to behave and take responsibility for their own actions. 3. Good relationships with others: This dimension is associated with relationships based on mutual trust. 4. Life's purpose: An individual's views about the meaning and purpose of his life are tied to this dimension. The fifth dimension, environmental mastery, pertains to an individual's ability to capitalize on possibilities found in their immediate surroundings. 6. The ability of an individual to realize his or her own potential is referred to as personal growth (Ryff & Keyes, 1995).

In an attempt to carry out their obligations, someone in a healthy psychological condition will make every effort. Teachers that have high psychological well-being will be better able to manage their emotions, cope with stress, and connect socially in a variety of settings, according to Deasyanti & Mafazi (2016). Teachers must therefore have faith in their ability to enhance student learning outcomes in order for them to do their tasks effectively (Nurul Istiqomah & Tjalla, 2023). It has also been discovered that the psychological health of teachers has a significant impact on the quality, efficacy, and state of teaching tactics used in the classroom (Hascher & Waber, 2021). As per Leong's (2022) explanation, teachers' psychological well-being is crucial for maintaining both teaching effectiveness and originality in pedagogy, in addition to its impact on their health. A number of factors can affect psychological well-being, such as gender-related demographic factors (Gómez-Baya et al., 2018; Izzati & Mulyana, 2021; Matud et al., 2019); self-concept and forgiveness (Khootimah et al., 2024); emotional intelligence & self-esteem (Fitriah et al., 2022); fear of missing out (FoMo) (Savitri, 2019); emotional regulation and job satisfaction (Han, 2022; Farhanna & Tatiyani, 2022); and cultural intelligence (Yang & Chang, 2022). According to the findings of their study, Ryff & Singer (1996) noted that a number of variables can affect psychological well-being, including life experiences that concentrate on particular life events or experiences and how they affect well-being and demographics (age, gender, economic status, and culture). The primary school setting where the research was done served as the site of an initial review. The principal and two senior teachers' interviews yielded information that indicated the on-duty instructor was already classified as a permanent teacher. In addition, the on-duty teachers have between one and three years of experience on average. They are still able to be accountable to others in the school setting as well as to themselves despite the comparatively short work hour. They contend that despite all of the challenges that come with teaching in elementary school, including developing lesson plans, assessing students through written or practical assessments, and serving as role models, teachers still genuinely love their students without making any distinctions (Aydın et al., 2021). Despite the fact that rookie teachers range significantly in age from more experienced teachers, relationships with fellow educators are also solid. Prior research has mostly concentrated on quantitative techniques. For example, Leonardi & Astuti's (2023) study looked at the connection between teachers' psychological health and work-related stress. 385 teachers in the Jabodetabek region participated in the study, and the findings indicated a negative relationship between work stress and psychological health. It follows that an educator's psychological health will decline with increasing levels of work-related stress. The research findings also indicated that there was no statistically significant distinction in the levels of work-related stress experienced by male and female educators. Further studies on teacher self-efficacy, burnout, and psychological well-being by Bentea (2017) found a weaker positive link between teacher self-efficacy and the six psychological well-being aspects (Sonya & Kavitha 2022). The correlation between teacher self-efficacy and personal accomplishment is favorably associated, whereas there is a substantial negative correlation with depersonalization and burnout.

Teachers with poorer psychological well-being scores also reported higher degrees of burnout and depersonalization, as well as a greater propensity to downplay their own achievements and lose motivation in the face of difficulty. Finding out the dynamics of psychological well-being in elementary school teachers employed in one of Surabaya's educational settings is the goal of this study. The research's findings are intended to give a general picture of teachers' psychological health and their expectations for the school in helping them pursue fulfilling careers as decent and responsible educators (Sasaki, 2012). Research subjects and research methodologies are where this study differs from earlier investigations. Elementary school teachers face a heavier workload than other educators since they are expected to teach multiple subjects at once, but the dynamics of their psychological well-being have not been thoroughly studied in study. It goes without saying that this calls for elementary school teachers to be well knowledgeable about the subjects they teach. Research methodology is a differentiator in addition to the topic matter because, generally speaking, prior studies employed quantitative techniques in cases when other variables or antecedents related to psychological well-being were already being measured.

2. Methodology

Materials

A qualitative approach is used in this investigation. In order to acquire a more complete image of the dynamics of teachers' psychological well-being, this approach was used. In the broadest sense, research that generates descriptive data words, spoken or written and observable behavior from the subjects themselves is considered to be employing qualitative methods, according to Taylor et al. (2016). Qualitative research has several attributes, including Because qualitative research is inductive, it necessitates that researchers examine people and settings holistically; individuals, environments, or groups are not seen as variables but rather as wholes; all points of view are valuable to investigate in diverse contexts and groupings. Furthermore, Mertens (2015) asserts that without the use of quantitative comparisons or measurements, qualitative approaches enable researchers and readers to comprehend the dynamics and processes that underpin causal interactions. Along with the social, cultural, and physical contextual elements that affect causal links, qualitative approaches also enable the incorporation of participant differences in views, values, intents, and meanings. The subjects of this research were permanent teachers who served in one of the elementary schools in the city of Surabaya. The number of subjects was 12 teachers with various different demographic backgrounds, ranging from gender, age, length of service, marital status, and cultural background.

Data collection procedures

This study used both primary and secondary data sources for its data. The outcomes of observations and interviews are examples of primary data. In the meantime, secondary data consists of past research findings that supplement and validate the findings of this study. The six dimensions of Ryff & Keyes' (1995) theory of psychological well-being independence, self-acceptance, positive relationships with others, life goals, mastery of the environment, and personal growth were the basis for the research instrument used as an interview guide in this study.

Data analysis

The three phases of data analysis in this study are data reduction, data presentation, and conclusion drawing. The goal of data reduction is to make the amount of data that has been collected easier to handle and comprehend. Making inferences from the results and comments that have been given is the last phase.

3. Results and discussion

It is evident from the conducted interviews that elementary school teachers' psychological health falls within the good to average range. Ryff & Keyes (1995) identified six dimensions of psychological well-being, which served as the foundation for developing the interview protocols for this study.

Independence

This dimension means that individuals are able to control themselves without any intervention from other people or the external environment. Research subjects admitted that their income as a teacher felt insufficient to meet their daily needs. However, they are trying to find a solution by increasing their income through other means such as selling online and providing additional lessons (tutoring) for children in their home environment. For senior teachers who are married and have children, they try to sell food such as snacks according to orders from neighbors. Apart from that, five teachers who were still young (23-25 years old) admitted that they had received doubts from their parents and families regarding their decision to continue their education at PGSD and decide on a career as elementary school teachers.

Self-Acceptance

This dimension relates to the level of each individual in behaving and being responsible for themselves. According to the interview findings, the teachers are confident in their ability to teach elementary school,

despite the associated responsibilities and monthly salary. This is reflected in the responsibilities they complete as a teacher during the observation. Even though study hours are over, the teachers continue to complete their tasks related to school administration until the afternoon. The teachers admitted that they enjoyed their role as elementary school teachers, where every day they would face a variety of student behavior, such as crying because they were being bullied by their friends, helping students tidy up their uniforms and so on. Teachers who served with a working period of around one to two years admitted that they received support from various school elements in carrying out their roles at school.

Positive Relationships with Others

This dimension is related to relationships of mutual trust with other people. This dimension is one of the best dimensions among the other dimensions because according to the accounts of the 12 teachers who were research subjects, they admitted that the relationships between fellow teachers, school principals and other school staff were good. They always work together to help each other if they feel they need help. Even though there are some school staff who are not good enough at showing empathy and affection, they still have the desire to help each other. When outside of study hours, the teachers admitted to telling each other stories related to their personal lives. They exchange opinions regarding the learning process so that they are always able to implement new innovations in the classroom. The principal is active in taking a personal approach to teachers with the aim of supervising and understanding the needs of the teachers. Research subjects also have the principle of always maintaining their behavior and words so as not to offend all components in the school environment.

Life Goals

This dimension has to do with a person's views about the meaning and purpose of his life. This dimension is one of the dimensions in the medium category next to the dimension of personal growth. This is because of the 12 teachers who were research subjects, six of them who were aged 22-25 years admitted that they had the desire to change professions. Even though they currently admit that they enjoy their profession as teachers and like children, some of them have the desire to change professions and serve in other educational institutions. One of the reasons teachers want to change assignments is because of the income they receive. Currently they are staying because they want to gain experience first before thinking further about their career and profession. Another teacher explained that he did not yet know what career or profession he would pursue if he chose to change professions. Meanwhile, six other subjects admitted that they would continue to serve at their current educational institution because they felt connected to the school and the students.

Environmental Control

This dimension pertains to the degree to which people are able to capitalize on possibilities present in their immediate surroundings. This is reflected in several research subjects who received children in their home environment to be given additional lessons (tutoring) outside school hours. Several teachers admitted that they had been asked several times for their opinion by neighbors regarding the abilities and development of their elementary school age children. This is a matter of pride for them because they are believed to be good educators. Apart from that, several new teachers with a working period of approximately one to two years also admitted that they did not find it difficult to adapt to the school environment. They admitted that there were no senior teachers or school staff who doubted their abilities even though they had just entered the real world of education.

Personal Growth

This dimension has to do with a person's capacity to realize his or her own potential. This dimension is one of the dimensions in the medium category next to the dimension of life goals. This is reflected in several teachers who admit that they are currently experiencing stagnation in their profession. Some of them do not have the desire to develop their abilities in the learning process in class because they feel that what has been done so far is enough and there is no need for any changes or improvements. If there is an offer from the principal to take part in training outside school hours, senior teachers choose to

delegate the offer to young teachers. This is because senior teachers prefer to rest at home and devote their time to their families. For young teachers, they still have the desire to continue learning to understand the character of their students in order to have a more affectionate attachment to them. Based on the interview results that have been presented, regarding the dimension of independence, this is in accordance with what was explained by Ryff & Keyes (1995), where the characteristics of an independent individual are being able to make their own decisions without interference from other people. On the other hand, individuals who are less independent will tend to consider the expectations and evaluations of the people around them regarding every important decision they will take.

Even though the teachers who were research subjects were doubted by their parents and families, they were still able to prove that they could be good teachers by not neglecting their duties and roles as children in their families. The next dimension is self-acceptance, according to Ratnasari & Pribadi (2019) an individual's self-acceptance will be better if the individual feels they have received support from the surrounding environment. This is evident from the narratives of teachers with short tenure that they receive support from the principal, fellow teachers and other school staff. The social support received by teachers is in line with the results of research by Rosalina & Apsari (2020), where social support refers to feelings of security, attention or concern, recognition and assistance received by people or groups. According to Rakhmah & Fikrie (2021), having a broader view of oneself means being able to understand oneself better. Not only looking at others who are better, but also looking at those who are weaker than yourself. Individuals with a narrow self-image tend to reject themselves, while individuals with a good self-image tend to accept themselves. The third dimension is positive relationships with other people. According to Ryff & Keyes (1995), someone who has positive relationships with other people can have warm and trusting relationships with other people. A person who cares about the welfare of others can show empathy, love and closeness towards others. This is in line with the statements of teachers who admitted that they did not mind discussing the realm of their personal lives with other teachers. This well-established relationship is not only between teachers, but between teachers and students. According to Yusuf et al., (2023), teachers who interact with students individually and responsively, they will be able to build positive and trusting relationships. This positive relationship can be built with various strategies and consistent behavior as well as a belief in the importance of high expectations and high achievement. Numerous studies demonstrate that students who establish strong, close relationships with their teachers are more likely than those who have more distant relationships to exhibit higher levels of academic interest, dedication, achievement, self-efficacy, and motivation (Tosto et al., 2016; Henry & Thorsen, 2018; Meng, 2021). On the other hand, absenteeism from class is frequently more common when students perceive that their teachers are not supporting them. They will be more inclined to attend class, nevertheless, if they sense a strong bond or level of trust between the teacher and pupils (Demir et al., 2019). The purpose of life is the fourth dimension. According to Ryff & Keyes (1995), people who score well on the purpose in life dimension have a sense of direction in life, the capacity to understand the significance of the present and the future, beliefs that give them purpose in life, and objectives and goals to work toward. According to the study's findings, some teachers wish to change careers but are unsure of which one they want to pursue. They explained that they considered changing careers because their current earnings could not cover their everyday expenses. Teacher work satisfaction is correlated with income or salary. This is consistent with Khaliq's (2018) research, which found that income or compensation had a big impact on job satisfaction. Research indicates that psychological well-being is positively impacted by job satisfaction itself (Quynh Anh & Anh Dung, 2022). The control over the environment is the fifth dimension. According to Ryff & Keyes (1995), people who feel powerless over their surroundings struggle to manage day-to-day tasks and feel powerless to alter or better what is outside of them. This is consistent with research by Montpetit & Tiberio (2016), which found that environmental mastery and self-esteem both contribute to a reduction in stress experiences. In addition, dispositional resilience and self-esteem stability predict interindividual differences in the degree to which self-esteem influences perceptions of daily stress. Personal development is the sixth dimension. Professional success requires personal development. People now have the chance to realize their aspirations and reach their goals thanks to

this. The innovative educational environment of today's pedagogical activities necessitates a rise in the degree of professional development and the enhancement of personal skills as subjects of the educational process (Saburovna, 2021). Due to senior instructors' lack of initiative in reviving creativity in the teaching and learning process, the teachers who were the subjects of the research lacked this. Innovation in education has the potential to assist teachers work toward significant achievement, claims Ravi (2022). This reinterprets the imperative of creating a self-sufficient, self-assured, and inventive generation.

4. Conclusion and Future Scope

The purpose of this study is to ascertain the psychological well-being dynamics of elementary school teachers employed in one of Surabaya's educational settings. This study concludes that elementary school teachers' psychological health falls into the good or average range. Out of all the dimensions, the one with the best category is the dimension of having positive interactions with other people. In the meantime, there are two moderate elements of psychological well-being: personal progress and life purpose. According to the study's findings, it is critical that associated educational institutions constantly offer the most assistance for all parties concerned in order to preserve instructors' psychological wellbeing. Teachers at different educational levels can be the subjects of future research on the dynamics of psychological well-being. Future studies may also take into account topic parameters like the demographics of the research subjects.

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Conflict of interest

The authors declare that no conflicts of interest exist.

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