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Psychological Well-being of Elementary School Teachers in Flourishing Perspective: A Descriptive Study with PERMA Profiler

I Dewa Ayu Eka Purba Dharma Tari*
Putu Abda Ursula²

¹Prodi Ilmu Pendidikan, Pascasarjana, Universitas
Pendidikan Ganesha Singaraja Bali, Indonesia

²Prodi Ilmu Pendidikan, Pascasarjana, Universitas
Pendidikan Ganesha Singaraja Bali, Indonesia

*Corresponding Email:

ayu.eka.purba@student.undiksha.ac.id

Abstract

This study aims to analyse the flourishing level of elementary school teachers in Denpasar City using the PERMA Profiler. The PERMA Profiler is a psychological assessment tool designed to measure well-being based on Seligman's PERMA model, which includes Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment. The research approach used was descriptive quantitative with saturated sampling technique, involving 33 teachers as research subjects. The data were analysed using SPSS to determine the value distribution of each PERMA dimension, namely Positive Emotion, Engagement, Relationship, Meaning, and Accomplishment. The results showed that the majority of teachers have a high level of flourishing, with

the highest percentage found in the Relationship dimension (96.7%) and Positive Emotion (96.7%). However, there are some teachers who are still in the category of not flourishing, which is thought to be influenced by workload factors and lack of social support. The findings confirm that teachers' psychological well-being plays an important role in creating a more effective learning environment and supporting students' well-being. Recommendations include psychological well-being training, work-life balance policies, and stronger social support for teachers.

Keywords: Education; Flourishing; PERMA Profiler; Primary School Teacher; Psychological Wellbeing.

INTRODUCTION

The concept of "flourish" has taken centre stage in the field of education in recent years, particularly in efforts to improve the quality of life and well-being of individuals. Flourish refers to a state in which individuals are not only free from mental disorders but also experience life satisfaction, engagement, and a sense of meaning in their lives. According to Seligman (2011), flourish involves five main elements: positive emotions, engagement, positive relationships, meaning, and accomplishment.

Seligman (2011) explains that flourishing is a description of a balanced life that consists of five elements, namely PERMA (positive emotion, engagement, relationship, meaningfulness, accomplishment). The first element, positive emotion, relates to all types of feelings that include happiness, joy, warmth, comfort, and other feelings that lead to a more pleasant life. Engagement is defined as something that deepens the psychological connection, encouraging interest, focus, and participation in activities driven by internal motivation. Positive relationships are an

important dimension of life that includes acts of support that individuals can access through their social interactions with other people, groups and the wider community. Meaning in life (meaning) reflects a sense of purpose and direction, as well as a feeling of connection to something bigger within us.

Well-being in positive psychology is described in terms of flourishing which is the ultimate well-being based on hedonic and eudaimonic theories. Through another perspective from positive psychology, the ideas in Abraham Maslow's existential humanistic theory believe that individuals always strive to find meaning, growth, well-being, happiness and psychological health in order to have a more fulfilling life (Hascher & Waber, 2021; Seligman, 2018, Nasar et al, 2024). According to Fowers & Owenz (2010), flourishing as a concept in positive psychology is a description of a complete life, featured on the achievement of beneficial goodness through meaningful activities in high-quality friendships. Flourishing has become an important component in achieving meaningful happiness. The idea of flourishing is intimately related to how curriculum development is changing, especially in response to the difficulties presented by the teaching and learning environment of the twenty-first century. As a thorough evaluation of well-being, thriving highlights a person's capacity to prosper and accomplish significant objectives (Xiao & Brown, 2023; Chaniago & Nurmina, 2023; Ellyatt, 2022). Teacher thriving is important in the educational environment because it has a direct impact on student outcomes and instructional effectiveness (Kern et al., 2014).

Teachers must constantly adjust to new pedagogical approaches and technology developments due to the swift and intricate changes that define the twenty-first century (Hadar et al., 2020; Viac & Fraser, 2020). In response to these difficulties, the Merdeka Curriculum was created with

the intention of giving educators more freedom and flexibility in creating educational programs that meet the various requirements of their pupils (Marisa, 2021). The curriculum's emphasis on competence-based education, digital integration, and individualized learning is in line with elements that support teachers' flourishing, including autonomy, professional development, and meaningful involvement (Seligman, 2011).

According to the Ministry of Education and Culture (2022), Merdeka Curriculum provides space for education units to adapt learning to the needs and characteristics of students, so it is expected to improve the overall quality of education. By adopting a more adaptive and inclusive approach, the Merdeka Curriculum is expected to improve the quality of education and prepare students to face future challenges. Since well-being is a factor in determining academic success, there is a connection between curriculum development and flourishing. Teachers are more likely to use creative teaching techniques that meet the needs of contemporary education when they feel good emotions, engagement, supportive connections, meaning, and accomplishment—all of which are essential components of the PERMA model (Seligman, 2011). The Merdeka Curriculum creates an atmosphere where teachers can flourish by encouraging teacher autonomy and lowering administrative barriers, which eventually improves student learning experiences and overall educational results (OECD, 2019).

Every time there is a change in the curriculum, teachers must be able to adapt, starting from learning principles to the assessment process, as well as good cooperation between students, teachers, and parents so that curriculum implementation can run optimally (Megandarisi, 2021). Teachers as the spearhead and cog in education act as facilitators who design the teaching

process with various learning methods and create activities that are able to encourage students to play an active role (Yulisinta et al, 2023). The results of previous research show that teachers are a crucial factor in determining the success, satisfaction and achievement of students (Ansari & Pianta, 2018; Manning et al., 2019).

Facts on the ground show that the number of teachers in Indonesia has experienced a significant decline since 2014 until in the 2018/2019 academic year there were only 2.94 million teachers (Dara et al, 2021). Teachers frequently deal with demanding work schedules that are not adequately supported for their well-being, which might hinder their ability to advance professionally. According to research, student achievement and teachers' well-being are favorably correlated (Dicke et al., 2018). Teachers' efficacy and student performance might be hampered by excessive workloads and a lack of resources for their own health. Some studies have shown that teachers' well-being greatly influences their ability to thrive and improves the growth of their students (Schleicher, 2018). Bakker & Demerouti (2007) suggest that high workloads, excessive administrative demands and lack of institutional support can lead to burnout and reduce teacher well-being.

The negative impacts of low teacher flourish include increased stress, emotional exhaustion, and decreased motivation. These conditions can affect the quality of teaching, interactions with students and academic productivity. Conversely, high levels of flourish can increase job satisfaction, engagement in academic activities and the quality of interactions with students, which in turn will have a positive impact on the learning process (Huppert & So, 2013). This statement is supported by the results of an empirical study that some elements of PERMA, namely achievement and meaningfulness, have not been able to be achieved by teachers, while some other elements, namely

positive emotions, engagement and relationships, are more significant predictors of achieving professional flourishing (Nadlifah et al., 2023).

Achieving flourishing indicates the best state of individual well-being, strongly related to the mental well-being of teachers in primary schools. Teachers who experience this flourishing usually show high enthusiasm and dedication in the teaching process, which ultimately improves the quality of teaching and the learning environment for students (Yulisinta et al, 2023). In addition, strong social support plays an important role in improving teachers' mental wellbeing, helping them cope with stress and burnout that may occur in their work (Mutaqinah & Novitasari, 2022). Therefore, efforts to support teachers' development in primary schools not only have a positive impact on their well-being, but also on teaching effectiveness and student well-being.

Improving the flourishing of primary school teachers has significant implicators not only for their own psychological well being but also for the educational success of their students, including those with special needs. In the context of the Merdeka Curriculum, which emphasized student centered learning and greater teacher autonomy, it is essential for teachers to maintain high levels of well being to adapt effectively and provide quality education. Although the PERMA model has been widely used internationally to assess psychological well being, its application among Indonesian primary school teachers remain limited. Most previous studies in Indonesia have focused on general population or teachers in secondary and higher education settings, leaving a gap in understanding the well being of educators in primary level. Additionally, there is a lack of descriptive empirical data that maps each dimension of the PERMA model: Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment

within the unique challenges and opportunities presented by the Merdeka Curriculum.

To address this gap, the present study examines the flourishing of elementary school teachers in Denpasar City using the PERMA Profiler developed by Butler and Kern (2016) based on Seligman's (2011) model. By providing a detailed analysis of PERMA dimension, this study offers localized insight into teacher well-being that can inform educational practices and policy decisions. This focus makes the study both timely and original, contributing uniquely to the literature on educational psychology in the Indonesian context. Through the results of this study, it is expected to contribute both theoretically, namely as a reference for further research and to the development of literature on flourishing in the field of education. Practical contributions include providing an understanding of the psychological well-being of teachers, as a reference in the preparation of trainings that can improve flourishing and as a basis for the preparation of teacher welfare policies by schools and policy makers.

METHODS

The flourishing levels of elementary school teachers were investigated in this study using a descriptive quantitative methodology. All 33 primary school teachers in Denpasar City were among the participants; they were chosen through the use of a census sampling approach, which gathers data from the total population without the use of random sample or subset selection. The small population size allowed for thorough data gathering from every person, which is why this strategy was selected. The five aspects of Seligman's PERMA Profiler (Butler & Kern, 2016)—Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment—were used to gauge the flourishing level. The instrument's value of 0.941 indicated

that it was very reliable. IBM SPSS Statistics 23 was used to analyze the gathered data using descriptive statistics.

RESULTS

This description analysis is intended to provide an overview of the tendency of the research subject's response to the research variable, flourishing. The following table presents an overview or brief description of the research variables containing basic statistical functions, including the minimum, maximum, mean and standard deviation scores.

Table 1. Analysis Result Description

	N	Minimum	Maximum	Mean	Std. Deviation
Positive Emotion	33	14.00	30.00	25.0606	3.23013
Engagement	33	13.00	29.00	22.5758	3.25989
Relationship	33	4.00	30.00	24.4848	4.64436
Meaning	33	13.00	30.00	25.0909	4.02619
Accomplishment	33	17.00	30.00	23.7879	3.39814
Valid N (listwise)	33				

Based on Table 1, the categorisation of teacher flourishing in elementary schools was then carried out. The data obtained from the research results for each PERMA dimension are divided into three, namely low, medium and

high categories according to Azwar's continuum data categorisation formula (Azwar, 2016; Isnaini & Urbayatun, 2020). Flourishing categorisation is based on the hypothetical mean value and hypothetical standard deviation with the following formula:

Table 2. Interval Distance Calculation Formula

Interval	Rentang Skor	Kategori
$X < \text{Mean} - 1.SD$	$X < 10$	Low
$\text{Mean} - 1.SD \leq X < \text{Mean} + 1.SD$	$10 \leq X < 20$	Middle
$\text{Mean} + 1.SD \leq X$	$20 \leq X$	High

Based on Table 2, it is known that not all research subjects are categorised in the flourish level. To better understand these results, it will be illustrated in Figure 1 as follows:

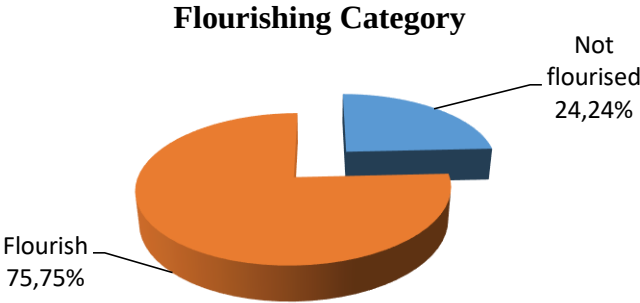
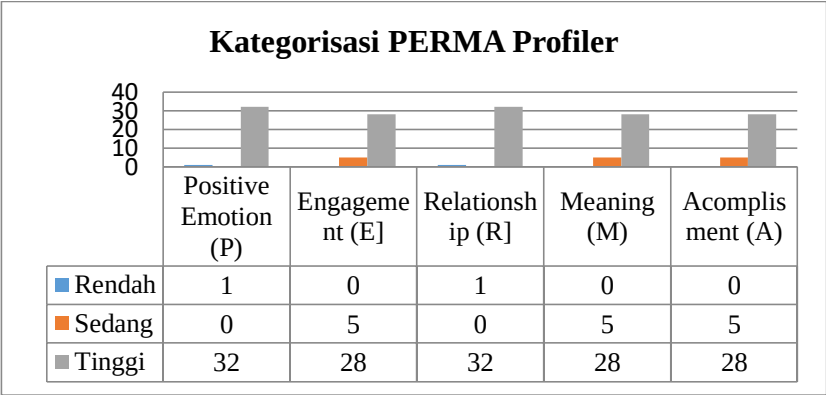


Figure 1. Flourishing Category of Primary Teachers

Based on Table 3 and Figure 1, it can be concluded that the flourishing of elementary school teachers consists of not flourishing and flourishing, so it is necessary to make

a categorisation of each dimension of the PERMA Profiler to determine the flourishing tendency of each dimension of the PERMA profiler.

Table 3. Categorisation of PERMA Profiler Dimensions



Based on Table 4 describing each dimension of the PERMA Profiler, it is known that the P (Positive Emotion) dimension consists of 3.03% of subjects in the low category and 96.7% of subjects in the high category. The E (Engagement) dimension consists of 15.15% of subjects in the medium category and 84.84% of subjects in the high category. The R (Relationship) dimension consists of 3.03% of subjects in the low category and 96.7% of subjects in the high category. The M (Meaning) dimension consists of 15.15% subjects in the medium category and 84.84% subjects in the high category. The A (Accomplishment) dimension consists of 15.15% subjects in the medium category and 84.84% subjects in the high category.

DISCUSSION

The findings from this study illustrate that the majority of elementary school teachers achieved high levels of flourishing, which is evident from the dimensions in the PERMA Profiler. High levels of flourishing among elementary school teachers may be related to psychological well-being, which influences teaching ability as well as student well-being (Seligman, 2018). Previous research has also confirmed that teachers' psychological well-being has a significant influence on the classroom atmosphere and students' learning motivation (Ryan & Deci, 2020).

Based on descriptive analysis, the positive emotion dimension shows that 96.7% of primary school teachers are in the high category. This indicates that most teachers have strong positive emotions when carrying out their duties. This is in line with Fredrickson's (2016) research, which shows that positive emotions contribute to building mental resilience and improving individual performance. Positive emotions are also associated with workplace satisfaction and stress resilience in education (Diener et al, 2017). Meanwhile, the Engagement dimension shows that 84.84% of teachers are also in the high category. This indicates that teachers' engagement in the teaching and learning process is very good. High engagement is associated with improved job performance and satisfaction in the teaching profession (Schaufeli et al, 2019). Another study mentioned that strong engagement in work can reduce the likelihood of burnout and increase teacher productivity (Bakker & Demerouti, 2017).

The Relationship dimension shows that 96.7% of teachers experience strong social connections in their workplace. Positive connections between teachers, colleagues and students play an important role in creating a supportive work atmosphere (Helliwell & Putnam, 2021). Good social support has been shown to help teachers to be

more emotionally resilient when facing work stress (Lyubomirsky, 2019). The Meaning dimension shows that 84.84% of teachers are in the high category, indicating that most teachers find meaning in their work. This is in line with Frankl's (2015) opinion that people who find meaning in their work are usually more motivated and feel greater life satisfaction. Meaning in work is also associated with increased mental resilience and overall well-being (Steger, 2017). The Accomplishment dimension shows that 84.84% of teachers feel that they have achieved a lot in their work. Research by Duckworth (2016) shows that achievement in work is strongly related to perseverance and inner motivation. Teachers who feel accomplished are more likely to be confident and have better well-being (Sheldon & Elliot, 2019).

However, this study also found that some educators still fall into the underdeveloped category as 24,24%. Various factors, such as heavy workload, lack of social support, and job stress, may contribute to this condition (Kyriacou, 2020). Therefore, effective interventions are needed to improve teachers' mental well-being, such as self-awareness programmes, training on how to cope with stress, and social support from colleagues and school management (Lomas et al., 2021). Overall, these findings support the PERMA theory created by Seligman (2018), which states that mental well-being consists of five main elements: Positive Emotions, Engagement, Relationships, Meaning, and Achievement. Thus, it is important for schools and policymakers to pay attention to the elements that influence teacher development in order to create a supportive and sustainable work environment.

Improving teachers' mental well-being requires a holistic and sustainable approach. Professional development programmes that emphasise improving psychological well-being, such as social skills training,

stress management techniques and strengthening inter-worker relationships, can provide long-term benefits (Van den Broeck et al., 2021, Nasar, et al, 2024). In addition, school policies that support teachers' work-life balance are also crucial to maintaining their mental well-being, which in turn will create a more productive and harmonious educational environment.

CONCLUSION

This study shows that the majority of teachers in elementary schools in Denpasar City show high levels of flourishing according to the PERMA Profiler. Most teachers felt high levels of positive emotions, engagement, social connection, meaning, and achievement in their work. Even so, there are some teachers who fall into the category of not flourishing, which may be due to the heavy workload, lack of social support, and stress they experience. A high level of flourishing among teachers plays an important role in their mental well-being and effectiveness in teaching, which in turn has a positive impact on students' well-being and the overall educational atmosphere. Therefore, there is a need for measures to maintain and improve teachers' mental well-being in order to create a more productive and supportive educational environment.

Some recommendations based on the research results include:

1. Professional development programmes: Schools and the government need to organise trainings that focus on improving teachers' psychological well-being, such as mindfulness training, stress coping, and strengthening social skills.
2. Social Support and School Policies: Greater support from co-workers, school management, and the teaching community is essential to encourage teacher motivation and participation.

3. Work-life balance: Schools should implement policies that help maintain a balance between teachers' work and personal lives in order to lower their stress levels and improve their mental health.
4. Improved Evaluation and Reward Systems: Better evaluation systems and rewarding teachers who are particularly dedicated to their work can reinforce feelings of achievement and meaning in their work.
5. Further Research: Additional research is needed to investigate the specific factors that influence teachers' well-being and to develop better interventions to improve their quality of life.

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