

## Psychological well-being: A study of physical education students

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### ABSTRACT

*Knowing the level of psychological well-being of physical education students is the main objective of this study. A total of 25 students were sampled to collect the data needed in this study. Data collection techniques and instruments used a questionnaire consisting of 20 statement items and 6 indicators, namely: self-acceptance, relationships, goals, independence, adaptation, and self-potential. The data that has been collected was analyzed using the mean value and standard deviation to produce 5 categories. The results of the research on each indicator show that: 1) the physical education student self-acceptance indicator has a mean score of 14.96 and a standard deviation of 2.75; 2) the physical education student relation indicator has a mean score of 16.32 and a standard deviation of 2.43; 3) the indicators of physical education students' goals have a mean score of 12.72 and a standard deviation of 2.42; 4) on the independent indicators of physical education students have a mean score of 10.80 and a standard deviation of 1.95; 5) on the indicators of adaptation, physical education students have a mean score of 12.56 and a standard deviation of 2.10; 6) on the indicators of self-potential physical education students have a mean score of 12.20 and a standard deviation of 2.10. The conclusion of the study states that the psychological well-being of physical education students is in the high category.*

**Keywords:** psychological, physical education, students

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## INTRODUCTION

Psychological well-being is an important aspect to be considered by educators, especially lecturers who teach at the university level (Zee & Koomen, 2016). Psychological well-being is part of individual mental activities that affect student academic activities on campus and off campus (Knifsend, 2020). Students whose rights are fulfilled on and off campus tend to have a good level of psychological well-being, characterized by having various perspectives on life, being able to carry out activities full of food, and continuing to strive to improve academic achievement (Gustems-Carnicer et al., 2017; Rüppel et al., 2015).

Students who have a good level of psychological well-being are judged to be able to accept their shortcomings, have a high interest in learning, have a high work productivity value, have clear goals, and can develop their potential (Bagci et al., 2017; Emadpoor et al., 2016; Kotzé & Kleynhans, 2013). The psychological well-being of students can be fulfilled if all of their rights can be fulfilled properly, such as getting good grades, getting rewards,

getting social support, getting space to develop themselves, a conducive and fun learning climate, and getting access to learning information (Jiang & Tanaka, 2022; Sarkova et al., 2014).

However, at a practical level, it was found that there are still students who experience various psychological problems such as academic stress, do not have clear goals for the journey of life in the future, and have difficulty adapting to various learning methods that are constantly changing, feel inferior, do not have a satisfactory cumulative grade point average, many fail in taking courses in each semester. A study on the psychological well-being of physical education students needs to be done as an effort to find out the various problems faced by students and formulate various strategies that can be used as alternative problem-solving. Moreover, studies on the psychological well-being of physical education students at Bengkulu University are still minimally carried out by researchers. By having good psychological well-being, it can help in the adaptation process and is expected to help students' physical education students at Bengkulu University in dealing with various academic problems on campus. Based on the importance of psychological well-being for students, each lecturer should be able to analyze various psychological problems of students so that students get psychological well-being. The results of this study will provide an in-depth picture of the level of psychological well-being of physical education students so that it will be useful for the academic community of the University of Bengkulu, especially the Physical Education Study Program in formulating various strategies to improve students' psychological well-being.

## **METHODS**

This research is quantitative using a survey approach conducted on physical education students at the University of Bengkulu (Nardi, 2018). A total of 25 students were sampled in this study which was taken randomly from a total population of 75 students. The research procedure begins with identifying various psychological problems faced by physical education students, defining research problems and variables, compiling instruments in the form of a questionnaire with instrument reliability of 0.74, conducting instrument trials, distributing research instruments via links from Google Forms, analyzing research data, compiling reports, and conducting publications. The research instrument used was a questionnaire compiled by the researcher based on six aspects. The questionnaire used to reveal data on psychological well-being consists of six aspects of self-acceptance, relationships with others, life goals, independence, adaptation, and self-potential. The

research data were analyzed by calculating the ideal mean, and ideal standard deviation using the formula of (Azwar, 2015) which can be seen in the table below. After getting a score from each formula, in the next stage, the researcher made a category to determine the level of psychological well-being of physical education students.

**Table 1.** Formula (Azwar, 2015)

Formula	Category
$X > \mu + 1.5\sigma$	Very High
$\mu + 0.5\sigma < X \leq \mu + 1.5\sigma$	High
$\mu - 0.5\sigma < X \leq \mu + 0.5\sigma$	Medium
$\mu - 1.5\sigma < X \leq \mu - 0.5\sigma$	Low
$X \leq \mu - 1.5\sigma$	Very Low

## RESULTS AND DISCUSSION

### Results

The results of the data analysis showed that the mean score of students was 81.09; the standard deviation of 8.17; the minimum score is 64, and the maximum value is 96. The psychological well-being level of physical education students can be seen in table 2.

**Table 2.** Psychological well-being of students

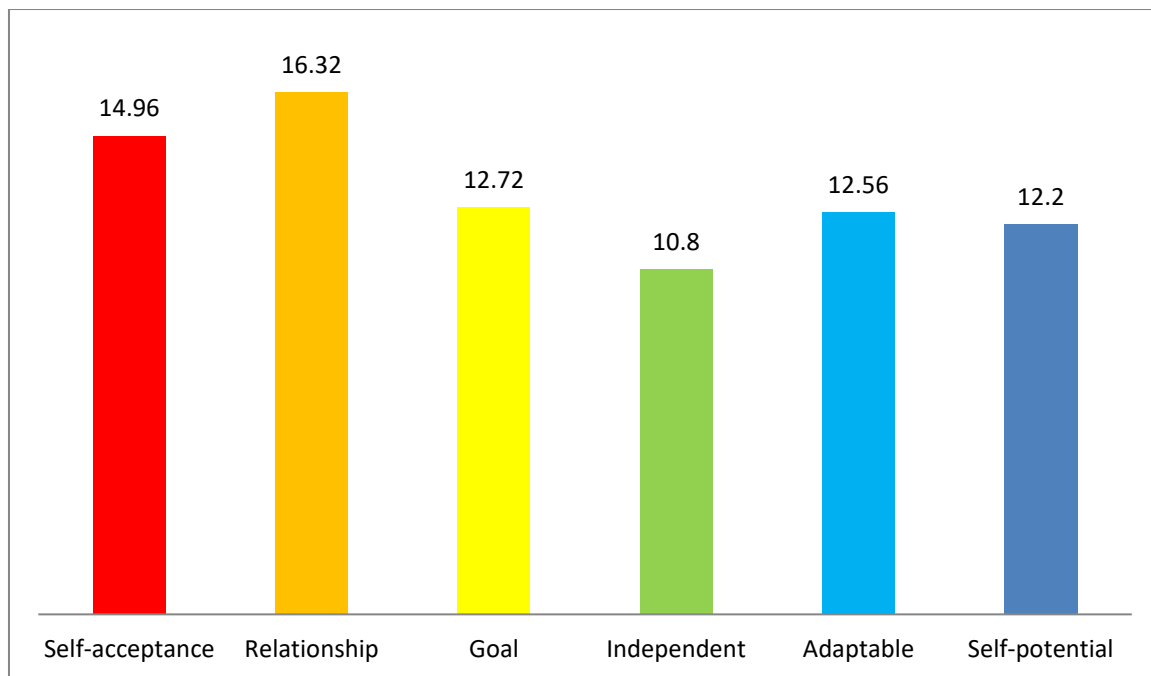
Interval	Category	Frequency	Percentage
$X > 93.52$	Very High	1	4 %
$85.35 < X \leq 93.52$	High	10	40%
$77 < X \leq 85.35$	Medium	4	16%
$69 < X \leq 77$	Low	8	32%
$X \leq 69$	Very Low	2	8%

From table 2, the highest frequency is 10 with a percentage of 40%. This means that it can be concluded that the level of psychological well-being of physical education students is in the high category. To see the results of psychological well-being in terms of each indicator, it is presented in table 3.

**Table 3.** Psychological well-being of each indicator

Indicator	Mean	Standard Deviation	Min	Max	Category
Self-acceptance	14.96	2.75	11	20	High
Relationship	16.32	2.43	12	20	High
Goal	12.72	2.42	9	15	High
Independent	10.80	1.95	6	14	High
Adaptable	12.56	2.10	6	15	High
Self-potential	12.20	2.10	8	15	High

In table 3 It is presented that each indicator has the same category, namely the high category. While the mean values have different magnitudes as shown in Figure 1 below.



**Figure 1.** Mean values of each indicator

### Discussion

From the results of descriptive analysis, physical education students at Bengkulu University have a high level of psychological well-being in the high category. It can be said that physical education students have been able to accept their circumstances including their inherent shortcomings and focus on developing the potential that exists within themselves. Students who have good self-acceptance will tend to carry out positive behaviors such as acknowledging and accepting all the shortcomings that exist in themselves and have made peace with a negative past (Maryam & Ifdil, 2019; Mostafavi et al., 2020). Students who have been able to accept themselves are also characterized by the ability to make decisions and can become unique students by covering their weaknesses and optimizing their strengths (Dean et al., 2021).

Physical education students' ability to build relationships with other people, including lecturers and colleagues, is known to have no significant obstacles. This means that physical education students can communicate well in the learning process and other academic activities carried out inside and outside the classroom. To get psychological well-being, students need good social support from the surrounding environment, including good communication from colleagues or lecturers who teach courses (Hafni, 2020; Huang et al., 2020; Uleanya, 2020). Good colleagues and lecturers will be able to make the learning atmosphere comfortable and conducive so that it will be easier for students to build positive

relationships. Students who have similarities in hobbies, social status, personality, and the race will usually tend to be easier to build relationships.

The psychological well-being of students is closely related to the ability to set life goals. Setting a life goal is not an easy thing for physical education students to do. This is because the lecture period at the university is one of the efforts to find an identity. So, it is not surprising that students sometimes have life goals that continue to change along with various changes in aspects of life. Students who have been able to set their life goals tend to have better psychological well-being compared to students who are less able to set their life goals (Cho et al., 2014).

On the indicator of independence, physical education students have an average score of 10.80, which means that physical education students have been able to study independently. The ability of students to live and study independently is needed as a provision to face various challenges in life both on and off campus. Students who have independence in learning are known to have a better level of psychological well-being (Scheel et al., 2022). In the learning process, students who have independence tend to be more active in learning, initiative, creative, able to present various solutions to the problems encountered, and easily adapt to various learning situations (Rasheed et al., 2022).

Various aspects of life that are constantly changing require students to be able to adapt to the environment. The results of this study stated that physical education students had an average score of 12.56 on the adaptation indicator. This means that physical education students have a good ability to adapt to the environment. Students who are not able to adapt will face various difficulties in their environment such as difficulty in making friends in the campus environment, difficulty in managing time between lectures and personal interests, difficulty communicating with colleagues and lecturers in class, and prone to academic stress (Shamionov et al., 2020).

To achieve good psychological well-being, physical education students must be able to recognize and develop their potential. From the results of this study, physical education students had an average value of 12.20 on the self-potential indicator. With these results, it is known that physical education students already have direction, can recognize the potential that exists within themselves, and try to develop that potential (Lu & Buchanan, 2014). Various ways that are taken by students to develop themselves include participating in various national and regional level training and joining communities or clubs according to their interests.

## CONCLUSION

The psychological well-being of physical education students is in the high category. This research can be used as an initial foundation to conduct further research on relevant topics. This study has not analyzed the social status of students and the social support obtained by students to obtain psychological well-being. Therefore, it is recommended for further researchers to discuss these two variables.

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