



A Quantitative Descriptive Study on the Flourishing Level of Elementary School Teachers

A Psychological Approach in Education

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Abstract

This study aims to understand the level of psychological well-being (flourishing) of teachers in primary schools. For this purpose, the research method was a psychological assessment using the PERMA model, which includes Positive Emotion, Engagement, Relationships, Meaning and Accomplishment. This study used a descriptive quantitative approach and involved 33 teachers who had a minimum of two years of teaching experience. The data were collected through the PERMA Profiler instrument which has been translated into Bahasa Indonesia. The data were analysed using SPSS software in a descriptive manner. The results of this study revealed that the majority of teachers were in the flourished category, with high percentages in the dimensions of Positive Emotions (96.7%), Relationships (96.7%), Engagement (84.84%), Meaning (84.84%), and Achievement (84.84%). However, around 24.24% of teachers belong to the not flourished group, especially in the dimensions of Engagement and Meaning. These findings suggest that although teachers' psychological well-being is generally satisfactory, there are some areas that need improvement. The psychological assessment approach using the PERMA model provides a complete insight into the mental state of teachers and can be used as a basis for making education policies more humane and sustainable.

Keywords: Flourishing, Psychology Assessment, Psychology Well Being

Introduction

Teachers play a very important role in achieving national education goals. In addition to their role as educators, they also serve as supporters, moral guides, and initiators of student potential development. Therefore, the quality of a teacher depends not only on their professional and pedagogical abilities, but also on their psychological well-being. In the context of primary education, teachers act as the main foundation for shaping children's character and early literacy, so it is very important to ensure that they are in a good mental and emotional state. Psychological well-being has a direct relationship with teacher motivation and performance [1]. Teachers who feel psychological well-being tend to show high dedication, productivity, and better teaching quality.

One important way to understand teacher well-being through the lens of positive psychology is through the concept of flourishing. Flourishing is an optimal state of being characterized by positive emotional experiences, active engagement, meaningful social relationships, deep life meaning, and personal achievement, as defined by Martin Seligman in PERMA. In an educational context, teachers who flourish are considered to have greater resilience, higher teaching motivation, and better ability to adapt

to curriculum changes and social challenges at school [2]. Teacher well-being impacts the psychological climate of students in the classroom. When teachers experience stress or emotional instability, this can affect their interpersonal relationships with students and the effectiveness of their teaching [3].

Within the current national education framework, there are various programmed initiatives such as the Merdeka Curriculum and the strengthening of the Pancasila Student Profile, which focus on different learning approaches. This situation ultimately requires teachers to continuously adapt and develop professionally. However, these changes are often not accompanied by sufficient attention to the psychological well-being of teachers as the implementers of these policies. Teachers at the primary school level, who play a crucial role in shaping children's character and foundational understanding, require mental resilience and balanced psychological well-being to perform their duties effectively. Teachers with good psychological well-being can reduce burnout levels and enhance their ability to cope with work-related stress, particularly in situations of administrative pressure and curriculum overload [4]; demonstrate more consistent work commitment and have a positive impact on the learning process [5]; are able to manage the classroom well and create a supportive learning environment, which in turn impacts student learning outcomes and encourages active engagement in the learning process [6].

The importance of having an inclusive educational ecosystem and paying attention to the psychological well-being of teachers is a key aspect in developing sustainable educational quality [7]. However, to date, research and discussions on teacher well-being from a flourishing perspective have not received sufficient attention, particularly at the primary school level. Most existing research has focused on the negative aspects of teacher well-being, such as work-related stress, fatigue, or job satisfaction levels. However, it is crucial to adopt a more positive and strength-based approach that does not merely assess mental health as the absence of problems but also as the presence of potential and psychological well-being. Therefore, systematic mapping is urgently needed to obtain an empirical overview of the level of teacher flourishing in primary schools.

Based on the preliminary observations conducted by the researcher in several elementary schools in Denpasar showed that many teachers experience relatively high levels of stress due to complex workloads, the demand to adapt the new curriculum policy, and limited access to psychological support. Several teachers also reported feelings of emotional exhaustion and a lack of professional support in managing classroom learning demands. These initial findings indicate a gap between the expectations placed on teachers and their psychological readiness. These conditions emphasize the urgency of systematically assessing teacher flourishing as a basis for designing interventions that support their psychological well-being.

Previous studies have shown the importance of flourishing in educational context, but most were conducted abroad and in different settings. A study in South Africa found that workplace flourishing among teachers is a dynamic condition that can fluctuate over time and is strongly linked to well-being job satisfaction, and teacher retention [8]. In Indonesia, a study demonstrated that character strength and resilience significantly affect the flourishing of elementary school teachers in Padang, indicating that psychological resources play a vital role in maintaining teacher well-being [9]. Similarly, another research emphasized that flourishing is also supported by professional environments that

promote positive emotions, meaningful work, and recognition of teachers' contributions, underscoring the close relationship between institutional support and teacher flourishing [10].

The study differs from previous research in two main aspects. First, the focus of this research is on elementary school teachers, a group that is rarely studied, even though their role is very strategic in shaping students' early learning foundations. Second, the use of the Indonesia-adapted PERMA Profiler instrument provides a more comprehensive and culturally relevant measurement of flourishing, compared to previous studies that only used limited or partial indicators. Therefore, this research is expected to fill the gap by providing empirical evidence related to flourishing among elementary school teachers in Denpasar.

This mapping was conducted by applying the PERMA Profiler, a scientifically designed tool to evaluate every aspect of flourishing. PERMA is used to develop psychological evaluation tools. This model has been applied to create measures of well-being in the workplace and work-life balance in organizations and higher education [11]. Using a psychological evaluation approach based on PERMA, this study aims to assess the flourishing condition of primary school teachers, both overall and based on each dimension, as well as to identify important patterns related to demographic characteristics and work context.

A psychological assessment approach to evaluating flourishing is crucial because it provides objective and in-depth data on the psychological factors underlying teachers' performance and job satisfaction. The PERMA model encompasses five elements of psychological well-being: Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment. This provides a deeper understanding of mental health aspects, which are not solely focused on the absence of illness [12]. The PERMA model is highly useful for evaluating teachers' quality of life in challenging work situations. This model has been adapted to analyze work-related stress and well-being among teachers. The components of PERMA serve as key indicators for measuring teachers' lives [13]. Thus, the results of this assessment are not only diagnostic but can also serve as a basis for interventions, training, and policy development that better support teachers as individuals and as professionals.

Through a quantitative approach in mapping the level of flourishing for primary school teachers, this study makes an important scientific contribution to the development of concepts and practices in education based on positive psychology in Indonesia. This research can address several important questions, such as: To what extent do teachers experience emotional engagement and meaning in their work? Do the social relationships formed within the school environment support their professional and personal development? And how does the work context influence teachers' personal achievements and sense of success?

By understanding teachers' flourishing levels, educational institutions can design more human-centered interventions, improve positive work environments, and support the creation of an education system that is not only academically excellent but also mentally healthy. Assessing teachers' flourishing is not merely about measurement but also a strategic step toward building a sustainable and human-centered educational foundation. In the long term, understanding teacher flourishing can help design a more empathetic and humanistic education system, where the quality of education is not only measured

by student grades or academic achievements but also by the well-being and meaning of teachers' lives. In other words, sustainable and transformative education can only be realized if the well-being of teachers is the primary focus.

Material and Methods

This study uses a descriptive research method that aims to systematically describe the facts or characteristics of a particular population accurately and precisely [14]. The descriptive method focuses on providing a complete picture of the phenomenon being studied without changing the existing variables [19]. This method was chosen to obtain an objective view of the psychological well-being of teachers in the primary education environment, particularly emphasizing the five dimensions of the PERMA model, namely Positive Emotion (P), Engagement (E), Relationships (R), Meaning (M), and Accomplishment (A).

The study was conducted in Elementary Schools of Denpasar. The population of the study was 33 primary school teachers. The research subjects were primary school teachers who was selected through purposive sampling. The selection was based on specific criteria, namely having at least two years of teaching experience. The data collection was conducted using the PERMA Profiler instrument, which has been adapted into the Indonesian language [15]. This instrument consists of 23 items, with assessments using a Likert scale with seven response categories. The blueprint of instrument can be seen in as follows.

Table 1. Blueprint of the instrument

PERMA Dimension	Item Numbers	Total Items
Positive Emotion	3, 5, 10, 14, 16, 18, 22, 23	8
Engagement	2, 4, 6, 17	4
Relationship	7, 12, 19, 21	4
Meaning	8, 11, 20	3
Accomplishment	1, 9, 13, 15	4
Total		23 items

The data was collected by distributing questionnaires both online and offline. Data analysis was conducted using descriptive analysis with SPSS software, including calculations of mean, standard deviation, and value distribution across each dimension of flourishing. The results of this analysis were used to evaluate the level of psychological well-being of primary school teachers through the lens of positive psychology in an educational context.

Results

This descriptive analysis is intended to provide an overview of the research subjects' response trends to the research variables. The following table presents an overview or brief description of the research variables containing basic statistical functions, including minimum, maximum, mean, and standard deviation values.

Based on Table 2, the next step was to categorize teacher development in primary schools. The data obtained from the research results for each PERMA dimension was divided into three categories: low, medium, and high, in accordance with Azwar's continuum data categorization formula [16].

Table 2. Descriptive Analysis

	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				

The categorization of development was based on Table 3.

Table 3. Categorisation Formula

Interval	Interval score	Categories
$X < \text{Mean} - 1.SD$	$X < 10$	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

Referring to Table 3, the frequencies of each PERMA dimension group in the low, medium, and high categories with subjects (N=33) are presented in Table 4.

Table 4. Flourishing Measurement Record

R	P	Categories	E	Categories	R	Categories	M	Categories	A	Categories	Details
R1	24	High	24	High	20	High	24	High	20	High	Flourish
R2	25	High	25	High	27	High	27	High	25	High	Flourish
R3	28	High	24	High	26	High	27	High	26	High	Flourish
R4	22	High	22	High	22	High	23	High	26	High	Flourish
R5	27	High	25	High	28	High	28	High	27	High	Flourish
R6	24	High	21	High	23	High	23	High	25	High	Flourish
R7	21	High	21	High	21	High	21	High	21	High	Flourish
R8	25	High	22	High	25	High	28	High	26	High	Flourish
R9	27	High	25	High	30	High	29	High	28	High	Flourish
R10	28	High	21	High	20	High	21	High	19	Middle	Unflourished
R11	25	High	28	High	27	High	26	High	28	High	Flourish
R12	26	High	21	High	26	High	24	High	23	High	Flourish
R13	26	High	20	High	23	High	27	High	24	High	Flourish
R14	29	High	29	High	27	High	29	High	28	High	Flourish
R15	27	High	25	High	27	High	29	High	24	High	Flourish
R16	30	High	22	High	30	High	29	High	26	High	Flourish
R17	24	High	21	High	23	High	22	High	23	High	Flourish
R18	25	High	25	High	25	High	26	High	24	High	Flourish
R19	14	Middle	26	High	4	Low	13	Middle	26	High	Unflourished
R20	24	High	23	High	25	High	27	High	28	High	Flourish
R21	23	High	19	Middle	20	High	15	Middle	23	High	Unflourished
R22	20	High	21	High	23	High	21	High	18	Middle	Unflourished
R23	28	High	27	High	30	High	30	High	27	High	Flourish
R24	25	High	23	High	25	High	25	High	24	High	Flourish
R25	23	High	24	High	27	High	27	High	24	High	Flourish
R26	30	High	22	High	25	High	30	High	30	High	Flourish
R27	27	High	24	High	28	High	29	High	22	High	Flourish
R28	25	High	16	Middle	24	High	24	High	20	High	Unflourished
R29	26	High	13	Middle	24	High	26	High	18	Middle	Unflourished
R30	28	High	19	Middle	29	High	28	High	18	Middle	Unflourished
R31	20	High	19	Middle	23	High	20	High	17	Middle	Unflourished
R32	24	High	24	High	24	High	24	High	23	High	Flourish
R33	27	High	24	High	27	High	26	High	24	High	Flourish

Remark:

P= Positive emotion; E= Engagement; R= Relationship; M= Meaning; A= Accomplishment

Based on the data presented in Table 4, it is evident that not all research subjects were categorized as flourishing. To provide a clearer understanding of these findings, they are further illustrated in Fig. 1.

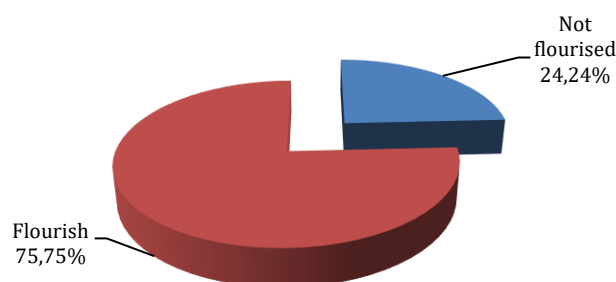


Fig. 1. Flourishing Categorisation

Based on Table 3 and Fig. 1, it can be concluded that the development of primary school teachers consists of non-development and development, so it is necessary to categorize each dimension of the PERMA Profiler to determine the development trends of each dimension of the PERMA Profiler.

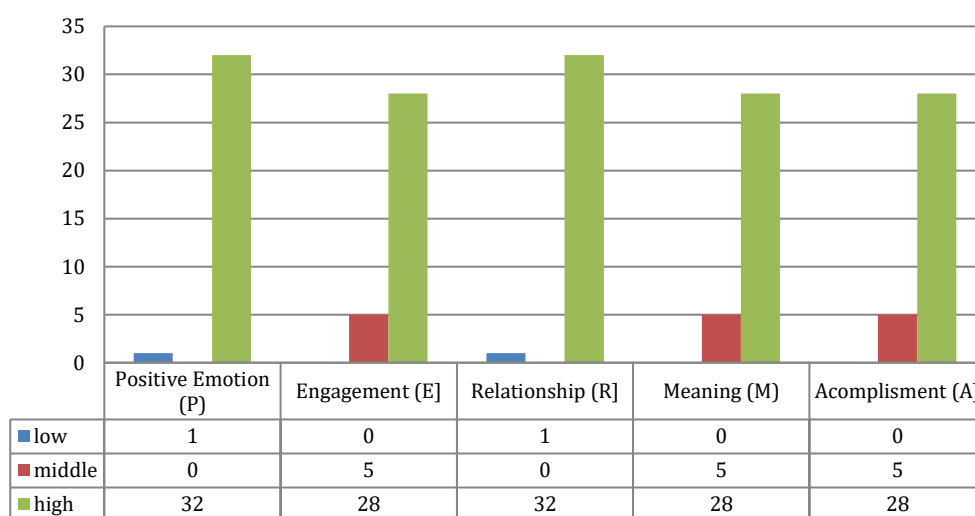


Fig. 2. Flourishing Categorisation

Based on Table 4, which describes 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 moderate 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% of subjects in the moderate category and 84.84% of subjects in the high category. The A (Achievement) dimension consists of 15.15% of subjects in the moderate category and 84.84% of subjects in the high category.

Discussion

Based on research conducted on 33 teachers at the primary school level, it was found that overall, the psychological well-being (flourishing) of teachers was at a high level. This is evident from the PERMA dimensions, which show that most scores fall into the high category: Positive Emotion (96.7%), Engagement (84.84%), Relationship (96.7%), Meaning (84.84%), and Accomplishment (84.84%). These findings indicate that primary school teachers generally experience a good level of happiness and emotional satisfaction, are actively involved in the learning process, build positive social relationships, find meaning in their work, and feel satisfied with their professional achievements.

The high level of flourishing found in this study can be attributed to several key factors. Teachers at the primary school level often perceive their profession as a meaningful vocation, as they directly witness students' growth and learning progress, which strengthens their sense of accomplishment and fulfillment. The Indonesian cultural context, which values collectivism and strong social bonds, may also explain the high scores in the Relationship dimension, as teachers generally maintain supportive collegial ties and positive interactions with students and parents. In addition, high levels of Positive Emotion and Engagement can be linked to intrinsic motivation and passion for educating children, where classroom activities allow them to experience creativity, care, and nurturing on a daily basis. Professional development initiatives, such as Merdeka Curriculum training and the promotion of the Pancasila Student Profile, have further supported teachers' innovation, engagement, and sense of achievement. Further, external supports such as stable job security and school leadership recognition also contribute to reinforcing teachers' well-being, resulting in overall high flourishing scores across the PERMA dimensions. These explanations align with previous study an ecological model of flourishing educators [17], which emphasizes authenticity, autonomy, agency, recognition, and being treated as valued professionals as critical elements that enable educators to thrive

However, the study also found that some educators still fall into the underdeveloped category, accounting for 24.24%. The underdeveloped condition is due to not all PERMA aspects reaching high categories simultaneously. Some of them scored moderate or even low on the Engagement, Relationship, and Meaning dimensions. This suggests that while a teacher may experience positive emotions or achieve good results, they may not necessarily feel deep engagement, solid social relationships, or high meaning in their work. The finding that 24,24% of teachers fall into the underdeveloped category of flourishing can be explained by several interrelated causes. First, the engagement and meaning dimensions, which emerged as the most vulnerable aspects, often decline when teachers face administrative overload and time pressure. Elementary school teachers in Indonesia, particularly under the Merdeka Curriculum, are frequently required to complete extensive documentations, lesson plans, and reports, which reduces the time and energy available for meaningful student interaction.

Second, lack of institutional recognition and appreciation plays a critical role. The lack of recognition and institutional appreciation for teacher contributions can diminish their sense of professional value, while limited collegial support or workplace conflicts may erode the quality of social relationships. Third, personal factors such as resilience levels and coping strategies also play a role, as

some teachers may be more vulnerable to stress and less equipped with psychological resources to manage professional demands. Last, broader systemic pressures, including rapid curriculum changes and high societal expectations, further complicate the situation and can undermine teachers' sense of meaning in their work. These statements in line with previous research which explained that various factors can contribute to this condition, such as heavy workloads, lack of social support, and work-related stress [18]. Therefore, effective interventions are needed to improve teachers' mental well-being, such as mindfulness programs, training on how to cope with stress, and social support from colleagues and school management [19]. It is therefore 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.

Engagement and Meaning are recorded as the two most vulnerable dimensions, each with a moderate category percentage of 15.15%. Low levels of engagement and perceived meaning can be triggered by various factors, such as heavy administrative burdens, lack of recognition for teacher performance, and weak institutional support for professional development. From a positive psychology perspective, flourishing conditions are vital as they directly relate to teachers' ability to create a healthy, supportive, and inspiring learning environment. High engagement is associated with improved performance and job satisfaction in the teaching profession [20]. Other research indicates that strong engagement in work can reduce the likelihood of burnout and increase teacher productivity [21]. Therefore, the findings of this study emphasize the importance of interventions tailored to teachers' psychological needs, such as mindfulness training, meaningful work empowerment programs, and institutional policies that support emotional well-being.

Psychological assessment in the field of education plays a very significant role, both for students and educators. By using structured assessments and valid tools such as the PERMA Profiler, educational institutions can regularly monitor teachers' well-being. The results of these assessments can be used to develop effective interventions, including training for emotional health, strengthening the meaning of work, and psychosocial support at school. The application of psychological assessment also helps detect signs of burnout, decreased motivation, or emotional issues that may affect the quality of learning. As a result, psychological assessment becomes more than just a measurement tool; it is an essential element in an education quality assurance system focused on the well-being of all school members.

Developing teacher well-being requires a comprehensive approach that addresses both personal and professional dimensions. Elementary schools can foster supportive work environments by reducing excessive administrative burdens, promoting collaborative cultures, and providing access to psychosocial support programs. Professional development that emphasizes stress management, mindfulness, and resilience-building can help teacher maintain emotional balance, while recognition and appreciation of their contributions strengthen their sense of meaning and accomplishment. Additionally, implementing flexible workload policies, encouraging peer mentoring, and integrating positive psychology practices such as the PERMA model into school programs can enhance teachers' engagement, motivation, and overall flourishing, ultimately leading to higher teaching quality and sustainable educational outcomes. In line with this, a qualitative study conducted by [22] on Indonesian

EFL teachers revealed that the five pillars of PERMA played a crucial role in flourishing teachers' professional well-being. Their findings underscore that teacher well-being is not merely an individual matter but is also shaped by collective and social factors within the teaching environment, further reinforcing the importance of holistic interventions to sustain teacher development and performance.

From this study, it is clear that improving teachers' psychological well-being through continuous assessment is essential for maintaining the quality of learning. The high level of flourishing among primary school teachers may be related to psychological well-being, which affects teaching ability and student well-being [23]. Previous research has also confirmed that teachers' psychological well-being has a significant impact on classroom atmosphere and students' learning motivation [2]. An approach based on positive psychology not only improves teachers' performance but also creates a healthy, supportive, and productive learning environment. Therefore, it is important for decision-makers in the education sector, both at the school and government levels, to give special attention to the integration of psychological assessment in education management.

Conclusion

This study shows that, in general, the majority of primary school teachers are in very good condition based on the five dimensions of psychological well-being according to the PERMA model, namely Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment. Most teachers scored high on all these dimensions, indicating positive feelings, active participation in work, good social interactions, a sense of purpose, and adequate achievement in performing professional duties.

However, the data shows that approximately 24.24% of teachers have not optimally achieved the 'flourish' category due to imbalances in scores across some dimensions, particularly Engagement and Meaning. These results highlight the importance of paying closer attention to teachers' psychological well-being, particularly regarding aspects of engagement and meaning in their work. The use of the PERMA Profiler psychological assessment has proven effective in describing teachers' well-being and serves as a foundation for developing interventions and educational policies that support teachers' mental health and professionalism.

Conflict of Interest

The authors declare no conflict of interest.

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