

The role of emotional regulation in predicting psychological well-being among physical education teachers

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ABSTRACT

Background: Physical education teachers play an important role in instilling an active lifestyle and social values. In relation to this important role, teachers need to have good emotional regulation and psychological well-being to support their teaching. There is a need for research that examines the involvement of emotional regulation in shaping the psychological well-being of physical education teachers. **Research Objectives:** The purpose of this research is to predict the role of emotion regulation on the psychological well-being of physical education teachers. **Methods:** Quantitative research was chosen as the research method with data processed using simple regression analysis. Research data were obtained from physical education teachers who are undergoing pre-service teacher training at a higher education institution. The questionnaire obtained data from 74 respondents and was processed on SPSS 26.0.0. **Finding and Results:** Based on the findings, it was discovered that emotional regulation negatively predicts psychological well-being. The meaning of these results is that the higher the emotional regulation, the lower the psychological well-being of physical education teachers. **Conclusion:** It is concluded that the negative coefficient of emotion regulation is able to predict the psychological well-being of physical education teachers. These findings differ from several previous studies. The results of this study, on the other hand, are also able to contribute to relevant parties by providing emotion regulation training strategies to enhance psychological well-being. In addition, the new findings recommend to other researchers to explore what types of emotion regulation strategies may lead to a decline in psychological well-being.

Keywords: Emotion regulation; psychological well-being; physical education teachers



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INTRODUCTION

The role of physical education teachers in education is very important because their presence not only educates students in performing physical activities effectively but also prepares students to adopt an active and healthy lifestyle (Schnitzius et al., 2021). In addition, physical education teachers contribute to building social values in students, especially through team sports activities (Opstoel et al., 2020; Block, 2016). Sports and team physical activities can teach students to communicate and interact in a social environment, fostering social skills that are important for psychological well-being during their learning process (Cheon et al., 2019; Cronin et al., 2018).

Through the provided learning, physical education teachers play an important role in promoting a positive attitude that encourages students to lead a healthier and more active life (Dyson, 2014). Academically, students who enjoy sports perform well in their studies (Aquino & Reyes, 2022). This achievement is also closely related to the teaching methods employed by physical education teachers. In the research (Aquino, 2023), it was revealed that the appropriate physical education teaching methods can influence students' learning outcomes by increasing their motivation and participation in class. In addition, students can also have a positive orientation towards the class through several programs in the learning process.

The presence of physical education teachers encourages students to live healthier and more active lives, by emphasising basic movement skills, promoting teamwork, and teaching healthy living habits (Cleland-Donnelly et al., 2016). On the other hand, the significant contribution of physical education teachers to the physical and psychological development of students cannot be separated from the teachers' own ability to manage their emotions effectively. Teachers with strong emotional regulation skills are better prepared to provide quality instruction and foster the well-being of their students (Braun et al., 2020). As key figures in promoting an active lifestyle and character development, physical education teachers face ongoing challenges in managing their emotional regulation.

Emotion regulation refers to individuals who are able to manage their emotions (Naragon-gainey et al., 2017). According to Jannah et al. (2023) emotional regulation is an ability possessed by individuals in managing emotions. Furthermore, Gross (2015a) defined emotional regulation is an effort made by individuals to influence the emotions they have, such as when these emotions arise and how these emotions are expressed. Emotion regulation allows every individual, including physical education teachers, to better control their emotional state and maintain balance in every interaction and responsibility.

At first glance, emotion regulation and psychological well-being seem to be closely related. Many studies discuss emotional regulation and psychological well-being for both individuals and teachers in general. Some studies show that emotion regulation significantly affects individuals' psychological well-being (Balzarotti et al., 2016; Panahi et al., 2016; Mulia & Sundari, 2024). Emotion regulation has a positive influence on psychological well-being, as the reduction of suppression emotion regulation can enhance psychological well-being through an increase in positive reactions from teachers (Zhi & Derakhshan, 2024; Xiyun et al., 2022; Byun & Jeon, 2023). Individuals will be more prosperous when they engage in suppression of emotion regulation. However, interestingly, the research by Kraiss et al. (2020) and Brown et al. (2022) shows that emotion regulation has a negative impact on psychological well-being. This negative influence is caused by avoidance and rumination strategies that will negatively impact psychological well-being.

Effective emotion regulation strategies allow individuals to manage their emotions, which can then affect their psychological well-being. However, the effectiveness of these strategies can vary among individuals (Balzarotti et al., 2016). Demographic factors can also play a role in shaping emotion regulation and psychological well-being (Fatmawati et al., 2024). Although demographic constructs are universal, the results may vary in different demographic contexts.

Good psychological well-being helps teachers to maintain a quality life amidst their duties (Cheung et al., 2022). Teachers with high psychological well-being are able to provide better quality teaching to their students (Zaki, 2018). Psychological well-being helps teachers to continue to perform at their best in their work. When one has good psychological well-being, anyone will always be happy in living life (Ruggeri et al., 2020). Students will also thrive in their lives when they have teachers who are prosperous and have good emotional regulation (Braun et al., 2020). Therefore, emotional regulation and psychological well-being are very important for teachers, including physical education teachers.

Although various studies have discussed emotion regulation and psychological well-being, there is still a significant gap in research specifically focusing on physical education teachers. The prediction of emotion regulation on psychological well-being for physical education teachers has not been specifically explored. Physical education teachers face different challenges in their roles as supporters of active lifestyles and character development for students, so it is important to understand how emotion regulation affects their well-being. This gap offered insights into the needs and emotional regulation for physical education teachers.

This research seeks to address the gap by investigating the role of emotion regulation in predicting the psychological well-being of physical education teachers. Specifically, this research aims to explore how emotion regulation strategies contribute to the psychological well-being of physical education teachers. The findings of this research are expected to provide significant references for the field of sports education, highlighting the importance of emotion regulation for physical education teachers in maintaining their well-being and enhancing their performance.

METHOD

Type of Research

The quantitative approach was chosen as the type of approach applied in the research. By applying non-experimental research, this study is based on data collection that meets the criteria, rather than on specific interventions on the subjects. The type of non-experimental research is a method used in a study that is limited to a description with a focus on testing between variables (Jannah, 2018). The type of method used is simple descriptive correlational research, which is used to predict the relationship between variable x and increasing variable y in this type of non-experimental research. The independent variable in this study is emotional regulation, while the dependent variable in the study is psychological well-being. The selection of this research method is based on the ultimate goal of the study, namely to predict emotional regulation on psychological well-being.

Research Procedures

This research is located in a higher education institution, specifically within the environment of physical education teacher training programmes undergoing pre-service education. The sampling was conducted using a questionnaire, which was chosen by the researcher as a medium for data collection. The questionnaire was filled out by respondents via Google Form on-site. Sample data were taken using the purposive sampling technique, meaning all sample data were selected based on specific criteria determined by the researcher according to the criteria. The entire population was asked to become a sample to be respondents in this research. Purposive sampling was chosen due to the limitations of the data collected, as the selected respondents are more specific and within a particular scope. The criteria for respondents in this study are teachers who work as physical education teachers, are undergoing pre-service training, and are aged 21-35 years. Ethically, this research has been approved by several relevant parties, such as instructors and experts at the institution, as well as the Research and Community Service Institution at the higher education institution where the data was collected. All respondents have also given informed consent before participating, ensuring their voluntary agreement to contribute to this research.

Participant

The population in this study consists of physical education teachers who are undergoing pre-service training and are already certified teachers, totalling 115 subjects. From all the data collected, the researcher eliminated some data until only 74 data points remained because almost all the eliminated data had the potential for falsification. Because one of the items stated "Choose answer alternative 3," they chose another number. Teachers enrolled in the higher education institution pre-teacher education programme were the subjects of this study, so the data obtained were quite diverse in terms of demographics in filling out the questionnaire with a total of 74 respondents. The following is the demographic data of the respondents listed in Table 1.

Table 1. Demographic Data

Category		f	%
Gender	Male	55	74.3
	Female	19	25.7
Age	21 – 25 Years Old	51	68.9
	26 – 30 Years Old	21	28.4
	30 – 35 Years Old	2	2.7
Teacher Status	Honorary	55	74.3
	Permanent Employee	2	2.7

Category		f	%
Teaching Place	Not Recorded	17	23.0
	Preschool	2	2.7
	Elementary School	31	41.9
	JHS/Equivalent	20	27.0
Long Teaching	SHS/Equivalent	21	28.4
	0 – 2 Years	58	78.4
	3 – 5 Years	13	17.6
	6 – 8 Years	3	4.1
Marital Status	Not Married Yet	59	79.7
	Married	15	20.3

In the demographic data, several classifications are seen, consisting of gender, age, teacher status, teaching place, length of teaching, and current marital status. When viewed by gender, it can be seen that the population is dominated by the male gender with a percentage of 73.4%, and then there are around 68.9% of the population aged 21-25 years, which means that most teachers are still young. Most teachers are also still honorary employees, with a total of 74.3%, and for those who have become permanent employees, namely 2.7%. For teaching locations, teachers are spread across several levels of education, such as preschool, where 2.7% is the smallest number, and elementary schools with the largest number, namely 41.9% of the total population at the teaching level. For length of teaching, the average physical education teacher teaches in the range of 0-2 years of teaching with a total of 78.4% of the population. Then almost all teachers are not married, with a total of 79.7% of the population.

Instrument

The instrument in this research scoring uses a 7-item Likert scale, with the lowest answer choice being very inappropriate and the highest being very appropriate. The 7-score option on the Likert scale is used because the data obtained were more sensitive and subtle in capturing the answers of each respondent. For measuring instruments on emotional regulation, the Emotion Regulation Questionnaires Sport Setting (IERQ4S) measuring instrument by Jannah et al. (2023) is used, which is adapted from the measuring instrument from Gross (2015a), namely the Emotion Regulation Questionnaire (ERQ). The emotional regulation measuring instrument uses 10 question items, with dimensions namely reappraisal and suppression. The adaptation of IERQ4S has undergone a lengthy validity process in accordance with research principles and has been subjected to expert judgment. To clarify the credibility of the measurement tool, a reliability test has also been conducted. The Emotion Regulation measurement tool has undergone a reliability test, and the result is 0.773, which means the data is reliable because it is above the threshold of 0.70. The result is said to be reliable when it is equal to 0.70 or higher (Kilic, 2016). For measuring instruments on the Psychological Well-Being Scale (PWBS) variable, it is adapted from the Ryff measuring instrument. This measuring instrument measures several dimensions, namely autonomy, positive relationships with others, self-acceptance, environmental mastery, and personal growth (Sasaki et al., 2020). The adapted measuring instrument contains 43 question items. The Psychological Well-Being measurement tool has undergone a reliability test, and the result is 0.740, which means the data is reliable because it is above the threshold of 0.70.

Data Analysis

To conduct data analysis, the analysis uses a 2-tailed significance test. For data preparation, normality and linearity tests are used. The Kolmogorov-Smirnov test is the test that will be applied in the research to examine the normality of the data. To conduct the linearity test, the Compare Means test is used. If the obtained data is normal and the data is linear, then a hypothesis test is conducted next. Hypothesis testing uses Regression Analysis (ANOVA), with a non-parametric alternative. Parametric statistical tests are used if the data is normal and linear. If it is not normal and linear, then the data analysis used is non-parametric. The data analysis technique used employs simple regression tests, specifically using ANOVA. The proposed hypothesis is H0: Emotion Regulation cannot predict the psychological well-being of physical education teachers, while H1: Emotion Regulation can predict the psychological well-being of physical education teachers. The Mann-

Whitney U test was chosen for analysis if the data showed non-parametric results from the normality and linearity tests. The application used in this research employs SPSS version 26.

RESULTS AND DISCUSSION

To provide an overview of the research variables, descriptive statistical analysis was conducted to give a brief overview of the distribution of emotion regulation and psychological well-being data. Several descriptive statistical analyses, including range, minimum, maximum, mean, and standard deviation, are presented in Table 2 below.

Table 2. Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation
Psychological Well-being	74	72	126	198	162.14	16.459
Emotion Regulation	74	47	22	69	43.51	9.618

Table 2 is a table that explains the statistical analysis of the research variables, namely psychological well-being and emotion regulation. Based on the statistical analysis conducted, it can be determined that the average psychological well-being score is 162.14 with a standard deviation of 16.459, with a maximum value of 198 and a minimum value of 126, indicating a fairly wide distribution, which shows some variation in the levels of psychological well-being within the sample. For the emotion regulation variable itself, it has an average value of 43.51 with a standard deviation of 9.618, then a maximum value of 69 and a minimum of 22. A range of 47 points indicates a significant difference in how participants manage their emotions. Descriptive statistical analysis is important to provide a brief overview of the distribution of emotion regulation and psychological well-being data. The distribution of this data can provide an overview of the level of psychological well-being and also emotion regulation based on the available data.

Table 3. Normality Test

One-Sample Kolmogorov-Smirnov Test	
	Unstandardized Residual
N	74
Test Statistic	.075
Asymp. Sig. (2-tailed)	.200

Table 3 explains the results obtained from the data normality test. Research data is considered normal if it meets the criteria in the assumption test, namely having a significance value greater than 0.05. If further analysed, the data received in this study shows that the Asymp. Sig. (2-tailed) has a result of 0.200, meaning that the variables of emotion regulation and psychological well-being have normal data characteristics because 0.200 is greater than 0.05 from the analysis test results. The normality test results indicate that the data is suitable for further testing in linearity analysis to determine whether the prediction test will use parametric or non-parametric analysis. The results of the normal test also illustrate how the distribution of data between emotion regulation and psychological well-being is evenly spread, resulting in normally distributed data.

Table 4. Linearity Test

	Sum of Square	df	Mean Square	F	Sig.
Deviation from Linearity	10357.867	31	334.125	1.457	.129

Table 4 is the result of the linearity test on the variables. Based on the results of the linearity test, the table shows the sig. value is 0.129, which means this value is more than > 0.05 , meaning that the independent and dependent data are significantly linear between each other. The results of this linearity test further strengthen the need for the emotional regulation and psychological well-being variables of physical education teachers to be tested parametrically. Because variables that are normal and linear must be tested using parametric analysis, namely simple regression analysis using ANOVA (Jannah, 2018). For the Mann-Whitney U test, it

was not applied because, based on the normality and linearity tests on the data, the results have met the normal and linear assumptions, thus fulfilling the assumptions for parametric testing.

Table 5. Simple Regression

ANOVA						
	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	8946.289	1	8946.289	59.475	.000
	Residual	10830.360	72	150.422		
	Total	19776.649	73			

Table 5 is the result of a simple regression test using ANOVA. This test is used to see the simultaneous test, whether emotional regulation is able to predict simultaneously the psychological well-being of physical education teachers. To see whether the variable is able to predict, an F test is carried out. The results of the F test, the variable, can be said to be able to predict if the F count > F table. For that, it is necessary for researchers to also compare it with the existing F table. To see the table, researchers use the DF formula (denominator): $74-2-1 = 71$, so the n seen in the table is 71. The number 71 produces an F table value of 3.13. For that, the results of the simple regression analysis obtained comparative data F count (59.475) > F table (3.13), which means that the emotional regulation variable is able to significantly predict simultaneously the psychological well-being of physical education teachers.

Table 7. Regression Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta			
(Constant)	200.198	5.137			38.969	.000
Emotion Regulation	-.875	.113	-.673		-7.712	.000

Table 6 is a regression coefficient table. Next, a T-test is conducted on the research variable. For the t-test, it is used to draw conclusions about whether there is a significant influence from the independent variable on the dependent variable by comparing the calculated t-value with the table t-value. Based on the calculated t-value, the obtained t-value is -7.712, with a DF value of 71 and a table t-value of 1.669. Therefore, a comparison test is conducted, namely the calculated t-value with the table t-value; the calculated t-value (-7.712) > table t-value (1.669). Based on the T-test results, the hypothesis in this study for H1 is accepted, which means that emotion regulation is able to predict the presence of psychological well-being in physical education teachers. Emotion regulation affects the presence of psychological well-being. The influence of emotion regulation is negative, it means that if emotion regulation increases, psychological well-being was decrease. The regression coefficient equation in this study can be explained by $Y = a + Bx$, which means the value of $Y = 200.198 + (-0.875)$. The value of the psychological well-being variable is consistently 200.198 if there is no increase in emotion regulation. Then, the regression coefficient value indicates emotion regulation at (-0.875), so for every 1 unit increase in emotion regulation, the value of the psychological well-being variable will decrease by 0.875 units. Because the coefficient is negative (-), it means Emotion Regulation has a negative relationship with the dependent variable. If emotion regulation increases, then psychological well-being will decrease, and vice versa.

The negative relationship between emotion regulation and psychological well-being, showing an emotion regulation score of (-0.875), may seem contrary to some previous studies, which state that emotion regulation enhances psychological well-being (Zhi & Derakhshan, 2024; Xiyun et al., 2022; Byun & Jeon, 2023). But these negative results can certainly be understood based on certain emotion regulation strategies. Gross (2015b) himself has provided an overview of emotion regulation and classified it into adaptive strategies (e.g., cognitive reappraisal) and maladaptive strategies (e.g., expressive suppression). Maladaptive strategies involving the suppression of emotions will involve inhibiting emotional expression, which can result in increased stress, reduced social relationships, and decreased psychological well-being (Cai et al., 2019).

For physical education teachers, the use of suppression in their emotional regulation strategies will impact their psychological well-being. Physical education teachers will face various events in their work, such as high

stress levels, time pressure, and the need to maintain professionalism, which causes them to suppress their emotions (Richards et al., 2019). Over time, the continuous suppression of emotions can damage their psychological well-being (Balzarotti et al., 2016).

Physical education teachers may face various problems in the field that trigger their own stressors and cause them to suppress their emotions. Physical education teachers will face various challenges that trigger stress, such as managing outdoor classes, balancing students' physical and academic development, and addressing diverse student needs. This depiction of stressors, combined with the use of maladaptive emotion regulation, can explain the negative impact on their psychological well-being (Xiyun et al., 2022).

This research significantly illustrates how emotion regulation can predict the presence of psychological well-being among physical education teachers. In the case of physical education teachers, emotion regulation negatively affects the psychological well-being of individuals, meaning that when the value of emotion regulation increases, the value of psychological well-being decreases. This is very likely to happen due to the factors of the emotion regulation used. In the provision of non-adaptive emotion regulation, it will actually contribute to a decrease in psychological well-being, especially if the strategies used are suppression or avoidance of negative emotions (De Castella et al., 2018). Physical education teachers can employ positive emotion regulation strategies such as reappraisal or mindfulness, which will clearly have a positive impact on improving emotion regulation (Milyavsky et al., 2019; Wimmer et al., 2019). These results also certainly require further analysis based on the findings, especially to understand what type of emotion regulation is applied by physical education teachers. Because ideally, the emotion regulation applied should actually enhance psychological well-being, not diminish it.

As an educator, physical education teachers must be able to choose positive emotional regulation. The growth and development of children in the classroom, among other things, depend on the presence of physical education teachers to build a positive life for the children (Cleland-Donnelly et al., 2016). If the teacher is not psychologically well, it will certainly affect the teaching pattern provided by the teacher (Cronin et al., 2018). Various emotional regulation techniques can be applied by teachers, tailored to their needs and psychological situations. If the teacher is in the classroom, they can apply mindfulness so that the teacher does not need to perform a specific technique that would disrupt the lesson and can manage their emotions immediately without having to avoid the emotions they have (Wang, 2022). If it is to be done amidst the busyness of being a teacher, physical education teachers can also practice meditation, such as deep breathing exercises and yoga (Patel et al., 2018; Shamekhi & Bickmore, 2018). Some of these techniques are just a brief overview of training in emotional regulation to enhance psychological well-being, but physical education teachers can also seek other effective techniques. By practicing positive emotion regulation, it will certainly also impact the improvement of the teachers' psychological well-being.

Table 7. Effective Contribution

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.673	.452	.445	12.265

Table 7 is a table that explains the contribution of independent variables to the dependent variable. Based on the results of the table above, the R Square section of the table explains how much the emotional regulation variable can predict and influence the psychological well-being variable. The R square above shows a number, which is 0.452. This number is then changed to a percentage with a value of 0.452, which then explains that emotional regulation has a prediction of psychological well-being of 45.2%. This means that emotional regulation is able to predict psychological well-being. The remaining 55.8% of the psychological well-being variable is predicted by other variables that are not studied.

These results further emphasise that emotion regulation plays an important role in providing support or even creating obstacles to the psychological well-being of physical education teachers, depending on the type of emotion regulation strategy applied. Although other variables play an important role in building psychological well-being, 45.2% is built from the presence of teachers' emotional regulation. Emotion regulation must be continuously improved in a positive way. By not forcibly suppressing negative emotions,

psychological well-being will improve (Balzarotti et al., 2016). Psychological well-being is one of the irreplaceable variables in life. High psychological well-being is beneficial for physical education teachers to maintain mental health, increase motivation, and create a positive and productive teaching environment for students (Henn et al., 2016; Panahi et al., 2016). In addition, on the other hand, emotional regulation is beneficial for physical education teachers to help them manage stress, maintain positive relationships with students and colleagues, and create a calm learning environment (Wimmer et al., 2019).

Physical education teachers face unique stressors in their environment, which contribute to emotional regulation and psychological well-being. These stressors are related to managing outdoor learning, ensuring student safety during physical activities, and handling various student behaviors. The challenges faced will increase stress and pressure to maintain professionalism, which can encourage teachers to suppress their emotions rather than express them (Richards et al., 2019).

The negative relationship from this research between emotion regulation and psychological well-being is caused by the continuous application of emotional suppression. Suppression itself involves inhibiting emotional expression, which can lead to increased stress, reduced social relationships, and ultimately decreased psychological well-being (Gross, 2015b; Balzarotti et al., 2016). In the context of physical education teachers, the need to consistently manage class dynamics and maintain professionalism can lead to repeated emotional suppression, inadvertently harming psychological health.

Another reasonable explanation for the negative impact of emotion regulation on psychological well-being is the misuse of emotion regulation strategies. According to Gross's theory (Gross, 2015a), emotion regulation such as cognitive reappraisal can enhance psychological well-being, while suppression and avoidance strategies can have the opposite effect. If physical education teachers in this study primarily rely on suppression, it will negatively impact the relationship between emotion regulation and psychological well-being. For example, Cai et al. (2019) found that individuals who regularly suppress their emotions are likely to experience increased stress. This is in line with the demands of physical education teaching, where a high-pressure environment can inadvertently encourage emotional suppression.

The findings of this research emphasise the need for interventions for physical education teachers focused on providing training to address unique emotional challenges. The training programme should aim to enhance the understanding and application of adaptive emotion regulation strategies. For example, the program can include training techniques with mindfulness and emotion regulation-focused therapy to equip teachers so they can improve their emotion regulation more adaptively (Colombo et al., 2021; Wimmer et al., 2019). In addition, physical education teachers also need support from their colleagues to be able to express their negative emotions and evaluate what they are feeling.

The findings of this study can be linked to Gross (2015a) perspective on emotion regulation theory, which emphasises the importance of strategy selection in determining emotional and psychological outcomes. The negative impact of emotion regulation observed in this study highlights the potential for excessive suppression strategies used by physical education teachers. The Gross framework shows that although emotion regulation is important, it is essential to pay attention to the types of strategies used. This explains the importance of teachers receiving training to understand adaptive emotion regulation strategies.

This research can contribute to understanding the prediction between emotion regulation and psychological well-being among physical education teachers. However, these results also emphasise the need for further research to identify other variables that may affect psychological well-being, such as stress levels, workload, and career satisfaction. Additionally, further research is needed to analyse the types of emotion regulation employed in influencing psychological well-being, which may lead to negative outcomes. With a deeper understanding, the designed interventions can help physical education teachers manage their emotions better, thereby not only improving their psychological well-being but also their performance and teaching quality in schools.

CONCLUSION

This study examines the extent to which emotion regulation can predict the psychological well-being of physical education teachers. Based on the research conducted, the results show that emotion regulation is capable of predicting psychological well-being. The prediction results were obtained with an inverse relationship. This indicates that an increase in emotion regulation when dominated by maladaptive strategies such as suppression and avoidance impacts the decline in psychological well-being. To address this, physical education teachers need to be encouraged to adopt more adaptive emotion regulation strategies, such as cognitive reappraisal and mindfulness practices, to enhance their psychological well-being.

This research highlights the need for interventions that equip physical education teachers with adaptive and effective emotion regulation techniques. Mindfulness training can be one of the interventions applied to improve emotional regulation. This intervention is not only intended to improve the psychological well-being of teachers but also to foster a healthier teaching environment. Future research is expected to explore additional factors that may influence the psychological well-being of physical education teachers and identify effective strategies that meet their specific needs. Additionally, further research in the future is also needed, investigating effective emotion regulation strategies to enhance the psychological well-being of physical education teachers with more diverse research types, such as longitudinal studies and qualitative investigations into the triggers of psychological well-being. By building this knowledge, this research can provide targeted support to enhance the well-being and professional development of physical education teachers.

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CONFLICT OF INTEREST

The researchers stated that this study is free from various conflicts currently or that may arise at any time.

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