

# Psychological Well-Being of Pre-Service Training Teachers

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## Abstract

The recent statistic suggests the average psychological well-being of Indonesian citizens, including the pre-service training teacher, represents their capacity to overcome future challenges. Excellent psychological well-being is crucial for pre-service training teachers, especially for providing a comfortable learning situation for students and engaging in effective communication with students. This study investigates the psychological well-being of pre-service training teachers. Thus, this study adopted survey techniques with descriptive data analysis. The data were collected from 44 teachers selected by purposive sampling. The criteria for selecting research participants were currently taking pre-service teacher education, elementary school teachers, and willingness to participate in this study. Data were collected using a psychological well-being scale. The results of the analysis showed high and exceedingly high psychological well-being of pre-service training teachers. However, the majority of participants had low scores in the aspect of improving self-quality over time, and some of them presented remarkably low scores.

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## 1. Introduction

A teacher is a key stakeholders in the educational process as they are required to provide an adequate-comfortable academic atmosphere and facilitate student development. Aside from the content material, the teacher carries a crucial duty in promoting student development by regulating the educational process and presenting the learning content in numerous means (Gunathilaka, Wickramasinghe, & Jais, 2022; Honskusová, Vojíš, & Rusek, 2022; Kossybayeva, Shaldykova, Akhmanova, & Kulanina, 2022). Therefore, as the central stakeholder, their psychological well-being requires specific attention. The teachers' great psychological well-being facilitates adequate teaching preparation, work-life balance, and work demands (Haider & Dasti, 2022; Suhaila, Jannah, Izwan, Amat, & Saadon, 2022). Consequently, psychological well-being is a substantial influencing factor for the teacher's performance in schools.

Psychological well-being is defined as an individual's capacity to effectively control emotions while conquering a variety of life problems (Avsar & Sevim, 2022; Gündüz, 2022; Luo, 2022). With satisfactory psychological well-being, individuals are able to avoid unwanted emotions, accept their own condition, and have a good outlook on life. Psychological well-being can also be defined as having a positive self-perception of oneself and one's history, continuing to grow and develop as individuals, believing in the purpose and meaning of life, as well as establishing positive and fulfilling relationships, autonomy, and self-regulation (Aslan & Tolan, 2022; Fang et al., 2022; İlhan & Gümüşdag, 2022). Accordingly, psychological well-being is correlated with positive self-assessment and self-acceptance because of an individual's confidence in their life purpose and meaning, autonomy, positive social relationships, as well as excellent life management. Thus, psychological well-being can also be interpreted as an individual's ability to manage emotions, provide positive self-assessment, focus on life goals, capacity to establish good social relationships, be autonomous, and effectively life-regulation in facing every challenge.

According to the World Happiness Report, (2022), Indonesian's welfare is ranked 87th among 146 countries. This evaluation is made based on the person's emotional stability and general quality of life. Meanwhile, the global youth well-being index suggested Indonesian youth have a medium level of well-being, indicated by the low youth suicide rate, limited job opportunities in the formal labor market, and barriers to business (Sharma, Henneman, Qadri, & Vignoles, 2017). Those data depict the issues encountered by Indonesian youth that possibly interfere with their psychological well-being. Individuals with high psychological well-being are reported to be capable of having enhanced performance, good social relations, adjustment, and good health (Sezer, 2022; Yüceant, 2022; Zhang, Li, & Unger, 2022). In other words, excellent psychological well-being directs an individual into a fulfilling personal and social life. In contrast, low psychological well-being induces low self-concept, social isolation, economic hardship, maladaptive perfectionism, loneliness, and an uncertain future (Cash & Lin, 2022; Lo & Ip, 2022; Sapançi & Akkaya, 2022). Consequently, low psychological well-being provokes low self-concept, inability to establish satisfying social relationships, unfortunate situations, and uncertainty about the future. In the long term, low psychological well-being results in avoidant behavior (Charry, Goig, & Martínez, 2020), anxiety (Scarpina et al., 2021), secretive behavior (Guerrini Usubini et al., 2021), and unsatisfactory performance (Obrenovic et al., 2020).

In addition, pre-service teacher education is a pre-service training program formulated to improve teachers' professionalism. Essentially, teachers are required to present comfortable and communicative learning to facilitate the fulfillment of students' learning needs. This pre-service teacher training is expected to serve as a means for the pre-service and in-service teachers to establish and internalize ethical values and affection during learning, as well as constructing classroom activities (Pewkam & Chamrat, 2021; Sibgatullin et al., 2022; Temel, Kangalgil, Mamak, Emre, & Aydin, 2022). During this program, unfortunately, many teachers participating in the training complain about the load of assignments in every meeting and the preparation of teaching materials, ranging from the teaching syllabus to the lesson plans for the classroom learning process. Substantially, with the participating teacher's excellent psychological well-being, the pre-service teacher training has been reported as capable of improving the teacher's self-concept, which facilitates an enjoyable learning atmosphere. Regardless of the difficulties they are experiencing in life, a person's well-being is mostly influenced by their abilities (Adiwena & Djuwita, 2019; Ruggeri, Garcia-Garzon, Maguire, Matz, & Huppert, 2020; Voon, Lau, Leong, & Jaafar, 2022). Consequently, an individual's excellent psychological well-being is essential for resolving their life problems. Thus, this study analyzes and describes the psychological well-being of pre-service training teachers.

## 2. Method

In this study, we employed survey method as it is the most popular quantitative approach in the social sciences that prohibits data manipulation, enabling the portrayal of the actual conditions (Asogwa, Nkanu, & Sabo, 2022; Damian, Meuleman, & van Oorschot, 2022; Özdal, Özden, Atasoy, & Güneylı, 2022). This study involved a student teacher who was taking pre-service teacher professional education at Universitas Negeri Yogyakarta in 2022. The data were collected through Google Forms as it enables online data collection, facilitating a flexible and easy data collection process (Galang, Snow, Benvenuto, & Kim, 2022; Olcek, Celik, & Basoglu, 2022; Paramitha, Komarudin, Fitri, Anggraeni, & Ramadhan, 2021). In detail, the data were garnered using a self-compiled psychological well-being scale by reviewing relevant research theories and results. Using Cronbach's Alpha, we identified that 34 items were declared valid, with a reliability score of 0.935. This score signified that the psychological well-being scale could be adopted for assessing the related issues. This psychological well-being scale consists of 6 aspects, namely (a) accepting an individual's strengths and weaknesses; (b) occasionally improving self-quality; (c) directed life goals; (d) harmonious relationships with other people; (e) selecting proper environment following the personal needs; and (f) life independence.

In this study, 44 pre-service teachers participated. They were selected through a purposive sampling technique using a set of criteria (Amiruddin, Qorib, Naimi, & Deliati, 2022; Gür, Dumancı, Gümüştas, Toprak, & Ateş, 2022; Padli, Mardela, & Yendrizal, 2022). Those criteria included being a student teacher in pre-service teacher education, teaching in elementary school, and being willing to participate in the study. The obtained data were analyzed using descriptive statistics to identify the

data pattern and describe the authentic situation (Alexander, Jacovidis, & Sturm, 2022; Gurler, 2022; Karaman & Karakuş, 2022). In the end, this study assesses the psychological well-being level of the preservice teachers undergoing professional teacher education.

### 3. Results

This study aims to identify the psychological well-being of the student teacher in the pre-service teachers' professional education program. The results suggested that the majority of student teachers have high psychological well-being (55%), while the remaining have remarkably high (23%), low (18%), and deficient (5%) psychological well-being. In detail, the participants' psychological well-being is summarized in Table 1. The findings suggested that many of the participants had the lowest score in the aspect of improving self-quality constantly (73%). Thus this aspect is incapable of illustrating the student teachers' psychological well-being.

**Table 1. Psychological Well-Being of Pre-Service Training Teachers**

Information	Percentage (%)			
	Excessively high	High	Low	Excessively low
Psychological Well-being	23	55	18	5
1. Accept individual's strengths and weaknesses (self-acceptance)	43	52	2	2
2. Constant improvement on self-quality	11	16	57	16
3. Have a purposeful life purpose	23	39	32	7
4. Establish harmonious relationships with others	52	43	2	2
5. Choose the proper environment following your personal needs	18	36	43	2
6. Independence life	25	45	25	5

In addition, the participants had high and very high scores in the other aspects of psychological well-being, with the aspect of self-acceptance best describing the participants' psychological condition, by 97%. Meanwhile, the elements of establishing harmonious relationships with other people, independent life, directed life goals, and selecting the best environment based on personal needs represented the participants' psychological well-being by 95%, 70%, 62%, and 54%. Thus, the participants' psychological well-being is mainly described by the aspects of self-acceptance, having directed life goals, harmonious relationships with others, choosing an environment based on personal needs, and independent life.

### 4. Discussion

As the central stakeholder in the educational process, teachers need excellent psychological well-being (Gunathilaka, Wickramasinghe, & Jais, 2022; Honskusová, Vojíř, & Rusek, 2022; Kossybayeva, Shaldykova, Akhmanova, & Kulanina, 2022) as they facilitate the realization of a safe, comfortable, and uncomplicated academic atmosphere. Our analysis results showed that 78% of the pre-service teacher have high and extremely high levels of psychological well-being. Therefore, the pre-service teachers are capable of providing adequate services for students as they have sufficient psychological well-being. Satisfactory psychological well-being facilitates the student teacher to have a work-life balance and administer excellent education service for students (Haider & Dasti, 2022; Suhaila, Jannah, Izwan, Amat, & Saadon, 2022; Temel, Kangalgil, Mamak, Emre, & Aydin, 2022). In other words, with great psychological well-being, teachers can enhance their professionalism which generates exceptional mental health and psychological well-being. Psychological well-being predicts individuals' optimum functioning, self-management, and psychosocial well-being (Adiwena & Djuwita, 2019; Husain, 2022). Meanwhile, the psychological well-being of the student teachers can be observed through their self-acceptance, improvement of self-quality (personal growth), life purposes, harmonious relationship with others (positive relations with others), ability to determine suitable environment based on personal needs (environmental mastery), and independence in life (autonomy).

Self-acceptance can be assessed through an individual's experience, specifically on their capacity to admit their strengths and weaknesses, as well as resolve challenges. The individual is aware of suffering, receiving the suffering, and keeps behaving with kindness, facilitating the individual to keep struggling in their life (Crosswell et al., 2022; Faustino, Vasco, Silva, & Marques, 2020; Suhaila et al., 2022). Besides, it is also facilitated by an individual's perception of positive self-confidence. With excellent perceptions of positive self-confidence, individuals develop their psychological well-being, which further influences their motivation, progress their self-management to attain the expected academic achievements and create a democratic classroom environment with effective communication (Casino-García, Llopis-Bueno, & Llinares-Insa, 2021; Gündüz, 2022; Şahin & Şahin, 2022). Additionally, the positive self-confidence perception is affected by the teacher's contentment with their work, enhancing their self-confidence to overcome challenges and psychological well-being. Further, Allobaney et al., (2022), Dapp and Roebers (2021, Mikus and Teoh (2022) reported that self-confidence improves proactive attitudes and future optimism, influencing job satisfaction and great job involvement.

Our data analysis result suggested that the aspect of recognizing their strength and weakness depicts the student teachers' psychological well-being in the pre-service training program by 97%. Besides, this finding also indicates the student teachers' good self-acceptance. Chit, (2021), Ng et al., (2020), and Su et al. (2019), positions self-acceptance as a key feature of individual mental health because it demonstrates an individual's ability to self-actualize, function optimally, and mature. Self-acceptance is affected by individuals' self-esteem, which increases the need to self-actualize, function optimally, and present adulthood. Bingöl and Batık (2018), Camp et al. (2020), and Li et al. (2021) asserted that individuals with good self-acceptance regard themselves and others as someone who may make mistakes, assisting them to accept their situation. That way, individuals are able to accept and acknowledge the complexity of their life and the uncertainty of life events, so they can survive their life. Therefore, the student teachers' excellent self-acceptance is facilitated by their convenience with the complexity of the workload, proactive attitude, and perseverance attitude because of self-confidence, high self-esteem, future optimism, and the ability to self-actualization, aiding them to function optimally and present mature behavior.

Furthermore, the pre-service training teacher's self-confidence helps them achieve life goals so that directed life goals also describe their psychological well-being. Abdul Kadir and Mohd (2021), Datu et al. (2022), Krok (2022) uncovered that individual confidence in their abilities, as well as the support from others, have a significant and positive relationship to psychological well-being. Through connections with other people, individuals improve their lives by constructing future-oriented long-term and short-term goals, struggling to secure jobs, and achieving professional success. Furthermore, support from family and friends through good interpersonal interaction and communication, along with academic involvement, increase an individual's well-being as they help people to be happier, function more effectively, and have better and more productive life goals (Lo & Ip, 2022; Onuray Eğılmez, 2022; Sezer, 2022). As a result, both aspects of social support and self-confidence contribute to the psychological health of pre-service teachers in the teacher training program. Self-confidence, as well as family's and friends' support, encourage individuals to make long-term and short-term goals, enabling them to establish a more productive, happy, and functioning life. Therefore, self-confidence assists individuals in achieving their intended life objectives, specifically in terms of professional accomplishments and emotional contentment.

The student teachers' high level of psychological well-being can be further attributed to their capability to choose environments that cater to their individual requirements (environmental mastery). Individuals' incredible capacity to select the best environment for their personal needs is facilitated by their ideal self-concept and internal anxiety management skills (Morales-Rodríguez, Espigares-López, Brown, & Pérez-Mármol, 2020; Vesely, Brown, Mehta, & Horner, 2022). Due to the importance of these two skills for the preservice teachers' psychological health, they should improve their skills. Páez-Gallego et al. (2020) highlighted the pivotal role of environmental mastery, which involves the capacity to select environments according to personal needs, as it influences individuals' decision-making processes throughout their lifetime. Accordingly, this ability is closely related to the development of individual life, as well as to their maximum psychological well-being. Our analysis result also indicates that the aspect of determining a suitable environment based on personal needs

aspect is the aspect least associated with describing an individual's psychological well-being in comparison to the other three aspects. Therefore, although the student teachers have presented high and super high psychological well-being, they need to increase their environmental mastery, since it directs the pre-service training teachers to have good environmental control through good self-concept and managing anxiety.

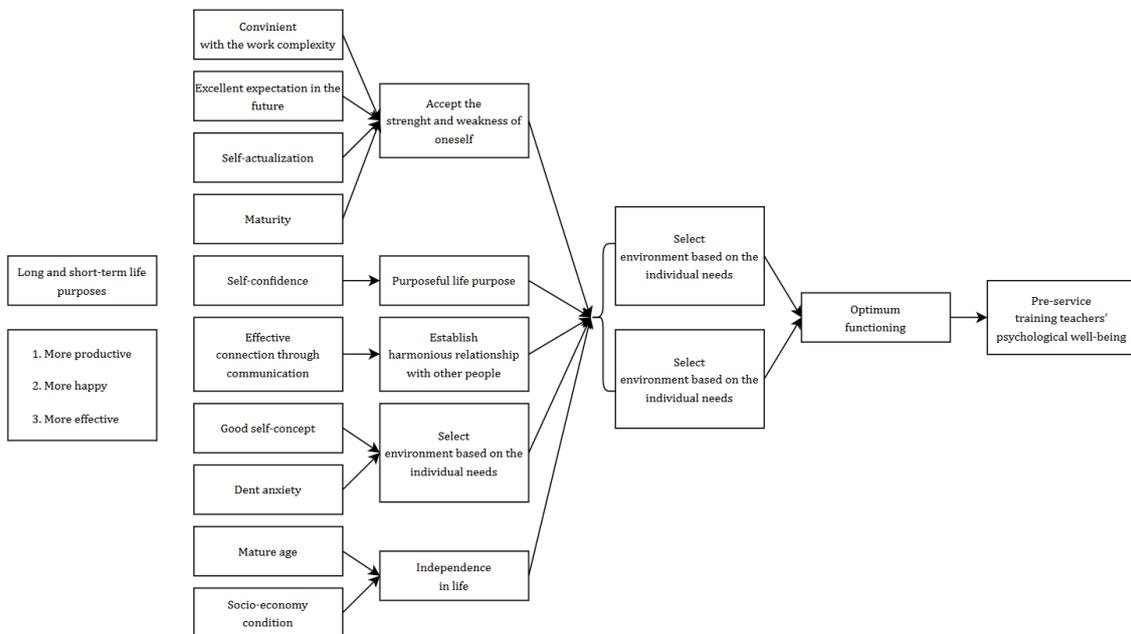
The final aspect that characterizes the psychological well-being of pre-service training teachers is their autonomy in leading their lives (autonomy). De-Juanas et al., (2020), Moilanen et al. (2021) and Suleman et al., (2018) stated that the concept of independence in living life, which is regarded as a fundamental value of adulthood, is influenced by the process of age transition. Typically, in this phase, individuals start experiencing a sense of freedom in managing their own affairs, including their professional endeavors. The pre-service training teachers who participated in this study were adults (23-50 years old) who had worked in certain schools. Therefore, due to their age, our participants' independence in life describes their psychological well-being, particularly their professional independence and income. Navarro-Carrillo et al. (2020) affirmed that an individual's level of independence in life can be predicted by their income, which serves as an indicator of their socio-economic status. Thus, the capacity of independence in life aspect to describe the psychological well-being of pre-service training teachers is induced by their age factor (adulthood) and their socio-economic conditions.

Although the psychological well-being of pre-service training teachers has been observed to be at a high and exceedingly high level, the aspect of improving self-quality over time has a relatively low ability to depict their psychological well-being. This finding is caused by the teacher's lack of locus of control, especially internal control, to help maintain high psychological well-being (Aslan & Tolan, 2022; Avsar & Sevim, 2022; Baluku, Bantu, Namale, & Otto, 2022; Fang et al., 2022; Gündüz, 2022; Luo, 2022). The absence of an internal locus of control among student teachers can impede their personal development and make them susceptible to feelings of uncertainty in various life situations. Ahmed et al. (2022), also Šveb Dragija and Jelinčić, (2022) further elaborated that work-related stress and a dearth of engaging and interactive experiences act as catalysts for low enthusiasm toward personal growth.

Essentially, excellent teaching experience and participation can be facilitated in the pre-service teacher professional education program as this program aims to create a connection between theory and practice through numerous activities, so teachers can practice establishing comfortable learning spaces (Pewkam & Chamrat, 2021). Consequently, a pre-service teacher professional education program requires student teachers to have academic ability and sufficient learning material. Unfortunately, pre-service training teachers have unequal abilities and socioeconomic conditions. Educational inequality and socioeconomic conditions affect the pre-service training teachers' ability to attend learning activities (Cash & Lin, 2022; Ruggeri, Garcia-Garzon, Maguire, Matz, & Huppert, 2020), resulting in work stress and affecting well-being. Thus, the minimum ability to improve self-quality over time aspects in describing individual psychological well-being is caused by the student teachers' lack of locus of control, lack of interesting experience, participatory experiences, educational inequality, and different socioeconomic conditions, causing workplace stress and influencing the personal growth to achieve prosperity.

In summary, our analysis results showed the student teachers' high and remarkably high psychological well-being that is mostly explained by factors of excellent self-acceptance, life goals, harmonious relationships with others, being able to determine an environment suitable to personal needs, and independence in life. On the other hand, the aspect of gradual self-improvement over time has the least explanatory power for the student teachers' high psychological well-being. The obtained psychological well-being of student teachers is illustrated in Figure 1. Consequently, future researchers are suggested to examine the influence of locus of control, lack of experience and teacher participation, socioeconomic conditions, and work stress on lower self-quality improvement over time which further influences its inability to describe the student teachers' psychological well-being. Additionally, self-quality improvement over time is associated with a low ability to determine a suitable environment for personal needs (although this aspect still describes psychological well-being). Besides, the teacher's ability to construct excellent self-concept and anxiety management re-

quires further investigation in order to describe their psychological well-being better. Further, this finding can also serve as a reference for the universities conducting the pre-service teachers' professional education program to involve the guidance and counseling service unit in assisting the management of the program so they have better self-concept and anxiety management. Finally, future researchers can also adopt a more comprehensive number of research participants to obtain a complete illustration regarding the welfare of pre-service training teachers because, in this study, we employed purposive sampling due to the limitations of the research field.



**Figure 1. Psychological Well-Being of Pre-Service Training Teachers**

## 5. Conclusion

Pre-service training teachers are observed as having a high level of psychological well-being which is mainly explained by aspects of self-acceptance, having directed life goals, establishing harmonious relationships with others, choosing an environment according to personal needs, and independence in life. This finding is induced by the pre-service training teachers' convenience with the complexity of work, optimism for the future, self-actualization, maturity, self-confidence, great connections, self-concept, anxiety management, and excellent socioeconomic conditions which enable them to balance their work and serving students, as well as the workload. Through this balance, the pre-service training teachers are able to function optimally, so they are able to achieve high psychological well-being. Unfortunately, the self-quality improvement over time is unable to describe the preservice teachers' psychological well-being. However, this finding needs to be further investigated.

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# Kesejahteraan Psikologis Guru Pre-Service Training

## Kata kunci

Kesejahteraan psikologis  
Guru *pre-service training*  
Unit layanan bimbingan dan  
konseling  
Yogyakarta  
Kuantitatif

## Abstrak

Kesejahteraan psikologis orang Indonesia pada saat ini masih berada pada tingkat rata-rata, sehingga dianggap masih mampu berjuang untuk mengatasi tantangan yang dialami di masa depan, tidak terkecuali guru *pre-service training*. Guru *pre-service training* perlu memiliki kesejahteraan psikologis untuk menghadirkan situasi pembelajaran yang nyaman bagi peserta didik dan komunikasi yang efektif dengan peserta didik. Penelitian ini bertujuan untuk mengetahui gambaran kesejahteraan psikologis guru *pre-service training*. Jenis penelitian ini menggunakan teknik survei dengan analisis deskriptif untuk data yang diperoleh. Sampel penelitian sebanyak 44 guru, dipilih secara *purposive sampling*. Adapun kriteria pemilihan sampel penelitian yaitu sedang menempuh PPG, guru sekolah dasar, dan bersedia untuk diteliti. Data dikumpulkan menggunakan skala kesejahteraan psikologis. Hasil analisis menunjukkan bahwa kesejahteraan psikologis guru *pre-service training* berada pada tingkat tinggi dan sangat tinggi. Meskipun demikian, aspek meningkatkan kualitas diri dari waktu ke waktu tidak begitu banyak dimiliki oleh guru *pre-service training* sebab berada pada tingkat rendah, bahkan sangat rendah.