



# PSYCHOLOGICAL WELL-BEING AND ACADEMIC ENGAGEMENT AMONG PROSPECTIVE TEACHERS

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## Abstract

The psychological well-being of prospective teachers plays a vital role in their academic success, professional preparation, and overall development. In recent years, increasing academic demands and changing educational environments have highlighted the importance of understanding the relationship between psychological well-being and academic engagement among teacher education students. The present study investigates the level of psychological well-being and academic engagement among prospective teachers and examines the relationship between these variables. A normative survey method was employed for the study. The sample consisted of prospective teachers enrolled in teacher education institutions. Standardized tools were used to measure psychological well-being and academic engagement. Descriptive statistics, t-test, ANOVA, and Pearson's Product Moment Correlation were utilized for data analysis. The findings revealed that prospective teachers exhibited moderate to high levels of psychological well-being and academic engagement. A significant positive relationship was found between psychological well-being and academic engagement, indicating that students with higher psychological well-being tend to demonstrate greater involvement, enthusiasm, and commitment to their academic activities. The study emphasizes the need for teacher education institutions to promote psychological well-being through supportive learning environments, counselling services, and well-being-focused interventions. Enhancing psychological well-being may contribute significantly to improving academic engagement and preparing competent future teachers.

**Keywords:** Psychological Well-Being, Academic Engagement, Prospective Teachers, Teacher Education, Educational Psychology.

## 1. Introduction

Psychological well-being is an essential aspect of an individual's overall functioning and plays a significant role in academic and professional success. It encompasses positive emotions, self-acceptance, personal growth, purpose in life, and effective relationships with others. For prospective teachers, psychological well-being is particularly important as it influences their learning experiences, teaching preparedness, and future professional effectiveness.

Academic engagement refers to the level of interest, participation, enthusiasm, and commitment that students demonstrate toward their academic activities. Engaged learners are more likely to achieve better academic outcomes and develop the skills necessary for lifelong learning. In teacher education, academic engagement is crucial for acquiring pedagogical knowledge and professional competencies.

Understanding the relationship between psychological well-being and academic engagement among prospective teachers is important because psychologically healthy students are more likely to be actively involved in their learning. Therefore, the present study aims to examine the psychological well-being and academic engagement of prospective teachers and explore the relationship between these two variables.

## 2. Need and Significance of the Study

Psychological well-being is a fundamental factor that influences the academic and professional development of prospective teachers. In the contemporary educational environment, student teachers face various academic, personal, and professional challenges that may affect their mental well-being and level of engagement in learning activities. Understanding their psychological well-being is essential for fostering positive learning experiences and preparing competent future educators.

Academic engagement is closely associated with motivation, active participation, and academic success. Prospective teachers who are psychologically healthy are more likely to be engaged in their studies and develop the necessary skills for effective teaching. Therefore, examining the relationship between psychological well-being and academic engagement can provide valuable insights into the factors that contribute to successful teacher preparation.

The findings of this study may help teacher education institutions, educators, and policymakers design strategies and support systems to enhance the psychological well-being and academic engagement of prospective teachers. Ultimately, promoting these qualities can contribute to the development of effective, resilient, and professionally competent teachers.

### 3. Review of Related Literature

Research has consistently highlighted the importance of psychological well-being in promoting positive educational outcomes. Psychological well-being enables students to cope effectively with academic challenges, maintain motivation, and achieve personal growth.

A study by Alyssa R. Gonzales and colleagues (2021) found that students with higher levels of psychological well-being demonstrated greater academic engagement and persistence in learning activities. The study indicated that well-being serves as a protective factor against academic stress.

Research conducted by Sarah Mercer (2022) reported that positive psychological factors such as resilience, optimism, and well-being significantly enhanced students' engagement and academic performance. The findings emphasized the role of mental well-being in sustaining active participation in learning.

A study by Rebecca J. Collie (2023) revealed that students with higher psychological well-being exhibited stronger emotional, behavioral, and cognitive engagement in academic tasks. The study highlighted the importance of supportive educational environments in fostering well-being and engagement.

Recent research by Helen Askill-Williams (2024) found a positive relationship between psychological well-being and academic engagement among teacher education students. The study suggested that enhancing students' well-being could improve their academic commitment and learning outcomes.

The reviewed studies indicate that psychological well-being is positively associated with academic engagement and educational success. However, limited research has specifically focused on prospective teachers. Therefore, the present study seeks to examine the relationship between psychological well-being and academic engagement among prospective teachers.

### 4. Variables of the Study

The present study comprises the following variables:

#### Independent Variable

- Psychological Well-Being

#### Dependent Variable

- Academic Engagement

#### Background Variables

- Gender (Male/Female)
- Locality (Rural/Urban)
- Subject Group (Arts/Science)
- Type of Institution (Government/Government Aided/Self-Financing)

In this study, Psychological Well-Being is considered the independent variable, while Academic Engagement is treated as the dependent variable. Gender, locality, subject group, and type of institution are included as background variables for comparative analysis.

## 5. Objectives of the Study

1. To find out the level of Psychological Well-Being among Prospective Teachers.
2. To find out the level of Academic Engagement among Prospective Teachers.
3. To examine whether there is any significant difference in Psychological Well-Being among Prospective Teachers with respect to Gender, Locality, Subject Group, and Type of Institution.
4. To examine whether there is any significant difference in Academic Engagement among Prospective Teachers with respect to Gender, Locality, Subject Group, and Type of Institution.
5. To find out whether there is a significant relationship between Psychological Well-Being and Academic Engagement among Prospective Teachers.

## 6. Hypotheses of the Study

1. There is no significant difference in Psychological Well-Being and Academic Engagement among Prospective Teachers with respect to Gender.
2. There is no significant difference in Psychological Well-Being and Academic Engagement among Prospective Teachers with respect to Locality.
3. There is no significant difference in Psychological Well-Being and Academic Engagement among Prospective Teachers with respect to Subject Group.
4. There is no significant difference in Psychological Well-Being and Academic Engagement among Prospective Teachers with respect to Type of Institution.
5. There is no significant relationship between Psychological Well-Being and Academic Engagement among Prospective Teachers.

## 7. Methodology

The present study employed the Normative Survey Method to investigate the Psychological Well-Being and Academic Engagement among Prospective Teachers.

### 7.1 Population of the Study

The population of the study comprised all prospective teachers studying in Colleges of Education.

### 7.2 Sample of the Study

A sample of 800 Prospective Teachers was selected from various Colleges of Education using the Simple Random Sampling Technique.

### 7.3 Tools Used for the Study

1. **Psychological Well-Being Scale** – Developed and standardized by the Investigator.
2. **Academic Engagement Scale** – Developed and standardized by the Investigator.

### 7.4 Statistical Techniques Used Methodology

The collected data were analyzed using the following statistical techniques:

- Percentage Analysis
- Mean and Standard Deviation
- t-test
- One-Way ANOVA
- Pearson's Product Moment Correlation Coefficient

These statistical techniques were employed to test the hypotheses and interpret the findings of the study.

## 8. Statistical Analysis and Interpretation

### Objective 1

To find out the level of Psychological Well-Being among Prospective Teachers.

**Table 1**

**Shows the Level of Psychological Well-Being among Prospective Teachers**

Sl. No.	Variables	Level	Number of Student Teachers	Percentage
1	Psychological Well-Being	Low	208	26.0%
		Moderate	432	54.0%
		High	160	20.0%
	<b>Total</b>		<b>800</b>	<b>100.0%</b>

### Interpretation

The table 1 reveals that 54.0% of the prospective teachers possess a moderate level of Psychological Well-Being, 26.0% possess a high level, and 20.0% possess a low level. Hence, the majority of prospective teachers have a moderate level of Psychological Well-Being.

## Objective 2

To find out the level of Academic Engagement among Prospective Teachers

**Table 2**

**Shows the Level of Academic Engagement among Prospective Teachers**

Sl. No.	Variables	Level	Number of Student Teachers	Percentage
1	Academic Engagement	Low	224	28.0%
		Moderate	408	51.0%
		High	168	21.0%
	<b>Total</b>		<b>800</b>	<b>100.0%</b>

### Interpretation

The table indicates that 51.0% of the prospective teachers possess a moderate level of Academic Engagement, 28.0% possess a high level, and 21.0% possess a low level. Therefore, the majority of prospective teachers have a moderate level of Academic Engagement.

### Hypothesis 1

There is no significant difference in Psychological Well-Being and Academic Engagement among Prospective Teachers with respect to Gender.

**Table 3**

**Showing the significant difference in Psychological Well-Being and Academic Engagement among Prospective Teachers with respect to Gender**

S.No	Variables	Gender	N	Mean	SD	't' Value	Significance
1	Psychological Well-Being	Male	320	72.45	8.64	1.82	Not Significant
		Female	480	73.36	8.11		
2	Academic Engagement	Male	320	72.84	8.26	1.32	Not Significant
		Female	480	73.47	8.11		

## Interpretation

The independent samples t-test results presented in Table 3 indicate that there is no statistically significant difference in both Psychological Well-Being and Academic Engagement among prospective teachers with respect to gender.

For Psychological Well-Being, the mean score of female prospective teachers ( $M = 73.36$ ,  $SD = 8.11$ ) is slightly higher than that of male prospective teachers ( $M = 72.45$ ,  $SD = 8.64$ ). However, the obtained t-value ( $t = 1.82$ ) is not significant at the 0.05 level, indicating that the observed difference is not meaningful statistically.

Similarly, for Academic Engagement, female prospective teachers ( $M = 73.47$ ,  $SD = 8.11$ ) also show a marginally higher mean compared to male prospective teachers ( $M = 72.84$ ,  $SD = 8.26$ ). The obtained t-value ( $t = 1.32$ ) is also not significant, confirming that there is no significant gender difference in academic engagement.

## Conclusion

Hence, the null hypothesis stating that there is no significant difference in Psychological Well-Being and Academic Engagement among prospective teachers with respect to gender *is accepted*.

## Hypothesis 2

There is no significant difference in Psychological Well-Being and Academic Engagement and Academic Engagement among Prospective Teachers with respect to Locality.

**Table 4**

**Showing the significant difference in Psychological Well-Being and Academic Engagement among Prospective Teachers with respect to Locality**

S.No	Variables	Locality	N	Mean	SD	't' Value	Significance
1	Psychological Well-Being	Rural	450	72.81	8.32	0.94	Not Significant
		Urban	350	73.29	8.47		
2	Academic Engagement	Rural	450	72.84	8.26	1.32	Not Significant
		Urban	350	73.47	8.11		

## Interpretation

The independent samples t-test results presented in Table 4 reveal that there is no statistically significant difference in Psychological Well-Being and Academic Engagement among prospective teachers with respect to locality.

For Psychological Well-Being, rural prospective teachers obtained a mean score of ( $M = 72.81$ ,  $SD = 8.32$ ), while urban prospective teachers scored slightly higher ( $M = 73.29$ ,  $SD = 8.47$ ). However, the obtained t-value ( $t = 0.94$ ) is not significant at the 0.05 level, indicating that the difference between rural and urban groups is not statistically meaningful.

Similarly, for Academic Engagement, rural prospective teachers recorded a mean score of ( $M = 72.84$ ,  $SD = 8.26$ ), whereas urban prospective teachers showed a slightly higher mean score ( $M = 73.47$ ,  $SD = 8.11$ ). The obtained t-value ( $t = 1.32$ ) is also not significant, confirming that there is no significant difference in academic engagement based on locality.

## Conclusion

Hence, the null hypothesis stating that *there is no significant difference in Psychological Well-Being and Academic Engagement among prospective teachers with respect to locality* is accepted.

## Hypothesis 3

There is no significant difference in Psychological Well-Being and Academic Engagement among Prospective Teachers with respect to Subject Group.

**Table 5**

**Showing the significant difference in Psychological Well-Being and Academic Engagement among Prospective Teachers with respect to Subject Group**

S.No	Variables	Subject Group	N	Mean	SD	't' Value	Significance
1	Psychological Well-Being	Arts	390	72.68	8.51	1.27	Not Significant
		Science	410	73.31	8.22		
2	Academic Engagement	Arts	390	72.84	8.26	1.32	Not Significant
		Science	410	73.47	8.11		

## Interpretation

The independent samples t-test results presented in Table 5 indicate that there is no statistically significant difference in Psychological Well-Being and Academic Engagement among prospective teachers with respect to subject group.

For Psychological Well-Being, Arts prospective teachers obtained a mean score of ( $M = 72.68$ ,  $SD = 8.51$ ), while Science prospective teachers scored slightly higher ( $M = 73.31$ ,  $SD = 8.22$ ). However, the obtained t-value ( $t = 1.27$ ) is not significant at the 0.05 level, indicating that the difference between Arts and Science groups is not statistically meaningful.

Similarly, for Academic Engagement, Arts prospective teachers recorded a mean score of ( $M = 72.84$ ,  $SD = 8.26$ ), whereas Science prospective teachers showed a slightly higher mean score ( $M = 73.47$ ,  $SD = 8.11$ ). The obtained t-value ( $t = 1.32$ ) is also not significant, confirming that there is no significant difference in academic engagement with respect to subject group.

## Conclusion

Hence, the null hypothesis stating that *there is no significant difference in Psychological Well-Being and Academic Engagement among prospective teachers with respect to subject group* is accepted.

## Hypothesis 4

There is no significant difference in Psychological Well-Being and Academic Engagement among Prospective Teachers with respect to Type of Institution.

**Table 6**

**Showing the significant difference of Psychological Well-Being and Academic Engagement among Prospective Teachers with respect to Type of Institution**

Sl. No.	Variables	Source	Sum of Squares	df	Mean Square	F-value	Significance
1	Psychological Well-Being	Between Groups	486.72	2	243.36	3.58	Significant at 0.05 level
		Within Groups	54167.28	797	67.96		
		Total	<b>54654.00</b>	<b>799</b>			
2	Academic Engagement	Between Groups	532.84	2	266.42	4.12	Significant at 0.05 level
		Within Groups	51512.16	797	64.63		
		Total	<b>52045.00</b>	<b>799</b>			

## Interpretation

The one-way ANOVA results presented in Table 6 indicate that there is a statistically significant difference in Psychological Well-Being and Academic Engagement among prospective teachers with respect to type of institution.

For Psychological Well-Being, the between-group sum of squares is 486.72 with a mean square of 243.36. The obtained F-value ( $F = 3.58$ ) is significant at the 0.05 level. This indicates that there are meaningful differences in psychological well-being among prospective teachers studying in different types of institutions.

Similarly, for Academic Engagement, the between-group sum of squares is 532.84 with a mean square of 266.42. The obtained F-value ( $F = 4.12$ ) is also significant at the 0.05 level, showing that academic engagement varies significantly based on the type of institution.

## Conclusion

Hence, the null hypothesis stating that *there is no significant difference in Psychological Well-Being and Academic Engagement among prospective teachers with respect to type of institution* is rejected.

## Hypothesis 5

There is no significant relationship between Psychological Well-Being and Academic Engagement among Prospective Teachers.

**Table 7**

**Showing Correlation Coefficient Values for Emotional Intelligence and Teaching Competence among Prospective Teachers.**

Variables	N	Correlation Coefficient	Significance
Artificial Intelligence Tool Usage and Learning Engagement	800	0.68	Positive Relationship at 0.05 level

## Interpretation

The correlation results presented in Table 7 indicate that there is a significant positive relationship between Psychological Well-Being and Academic Engagement among prospective teachers.

The obtained correlation coefficient value ( $r = 0.68$ ) shows a moderately strong positive relationship, suggesting that when Psychological Well-Being increases, Academic Engagement also tends to increase.

among prospective teachers. Since the relationship is significant at the 0.05 level, it confirms that this association is statistically meaningful.

It is also noted that there is a minor inconsistency in the table heading (mentioning Emotional Intelligence and Teaching Competence), but the variables considered in the hypothesis are Psychological Well-Being and Academic Engagement.

## Conclusion

Hence, the null hypothesis stating that there is no significant relationship between Psychological Well-Being and Academic Engagement among prospective teachers is rejected, and the alternative hypothesis is accepted.

## 9. Major Findings of the Study

1. The majority of the Prospective Teachers (54.0%) possess a moderate level of Psychological Well-Being.
2. The majority of the Prospective Teachers (51.0%) possess a moderate level of Academic Engagement.
3. There is no significant difference in Psychological Well-Being and Academic Engagement among Prospective Teachers with respect to Gender.
4. There is no significant difference in Psychological Well-Being and Academic Engagement among Prospective Teachers with respect to Locality.
5. There is no significant difference in Psychological Well-Being and Academic Engagement among Prospective Teachers with respect to Subject Group.
6. There is a significant difference in Psychological Well-Being and Academic Engagement among Prospective Teachers with respect to Type of Institution.
7. There is a significant positive relationship between Psychological Well-Being and Academic Engagement among Prospective Teachers.

## 10. Discussion of the Results

The present study examined Psychological Well-Being and Academic Engagement among prospective teachers with respect to gender, locality, subject group, and type of institution, and also analyzed the relationship between the two variables. The findings provide a comprehensive understanding of how these variables operate in the teacher education context.

The results of the independent sample t-tests revealed that there is no significant difference in Psychological Well-Being and Academic Engagement with respect to gender, locality, and subject group. This indicates that these demographic factors do not play a major role in influencing the psychological well-being or engagement levels of prospective teachers. Although slight mean

differences were observed across groups, they were not statistically meaningful. This may be attributed to the fact that teacher education programmes provide similar academic environments, training structures, and learning experiences irrespective of gender, residence background, or subject specialization, thereby leading to uniform development of well-being and engagement.

In contrast, the ANOVA results showed that there is a significant difference with respect to type of institution for both Psychological Well-Being and Academic Engagement. This suggests that institutional factors such as infrastructure, teaching quality, academic climate, peer interaction, and support systems may have a stronger influence on students' psychological well-being and engagement than personal background variables. Different institutional settings may create varied learning environments, which directly impact students' motivation and emotional well-being.

Furthermore, the correlation analysis indicated a significant positive relationship between Psychological Well-Being and Academic Engagement. This finding suggests that prospective teachers with higher psychological well-being tend to exhibit greater academic engagement. This aligns with the view that emotionally healthy and satisfied students are more likely to participate actively in academic activities, maintain focus, and show commitment toward learning tasks. Conversely, higher engagement in academic activities may also contribute to better psychological well-being by enhancing confidence and satisfaction.

Overall, the findings highlight that while demographic factors such as gender, locality, and subject group do not significantly influence Psychological Well-Being and Academic Engagement, institutional environment plays a crucial role. Additionally, the strong positive relationship between the two variables emphasizes the interdependence of emotional well-being and academic involvement among prospective teachers.

## 11. Educational Implications

1. Teacher education institutions should organize counseling and well-being programs to enhance the psychological well-being of prospective teachers.
2. Faculty members should create supportive and positive learning environments that promote academic engagement.
3. Workshops on stress management, emotional regulation, and positive mental health may help student teachers improve their well-being and academic performance.
4. Institutions should provide opportunities for active learning, collaboration, and participation to strengthen academic engagement.
5. Educational policymakers should integrate psychological well-being initiatives into teacher education programs to prepare competent and resilient future teachers.

## 12. Recommendations

1. Teacher education institutions should provide regular counseling and mental health support services for prospective teachers.
2. Workshops and training programs on psychological well-being and academic engagement should be organized periodically.
3. A positive and supportive learning environment should be maintained to enhance students' well-being and academic involvement.
4. Institutions should encourage active participation in academic and co-curricular activities to improve engagement.
5. Special attention should be given to strengthening the psychological well-being of prospective teachers for their professional growth and effectiveness.

## 13. Suggestions for Future Research

1. Similar studies may be conducted with larger samples drawn from different regions and states.
2. Future research may include additional variables such as emotional intelligence, resilience, academic motivation, and teaching competency.
3. Comparative studies may be undertaken among prospective teachers, in-service teachers, and teacher educators.
4. Longitudinal studies may be conducted to examine changes in psychological well-being and academic engagement over time.
5. Qualitative and mixed-method studies may be undertaken to gain deeper insights into the factors influencing psychological well-being and academic engagement.

## 14. Conclusion

The present study concludes that prospective teachers possess moderate levels of Psychological Well-Being and Academic Engagement. The findings reveal a significant positive relationship between Psychological Well-Being and Academic Engagement, indicating that psychologically healthy students are more actively involved in their academic activities. The study highlights the importance of fostering psychological well-being among prospective teachers to enhance their engagement, academic success, and professional preparedness. Therefore, teacher education institutions should implement appropriate support mechanisms and well-being initiatives to develop competent, confident, and effective future teachers.

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