



# GROWTH MINDSET AND PSYCHOLOGICAL WELL-BEING AMONG PROSPECTIVE TEACHERS

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## Abstract

The present study aims to examine the relationship between Growth Mindset and Psychological Well-Being among prospective teachers. Growth Mindset refers to the belief that intelligence and abilities can be developed through effort, learning, and persistence, whereas Psychological Well-Being represents positive mental health, emotional balance, and life satisfaction. A descriptive survey method was adopted for the study. The sample consisted of prospective teachers selected through a simple random sampling technique. Standardized tools were used to collect the required data. The data were analyzed using descriptive statistics and Pearson's product-moment correlation. The findings of the study revealed that prospective teachers possess a moderate level of Growth Mindset and Psychological Well-Being. Further, a positive significant relationship was found between Growth Mindset and Psychological Well-Being among prospective teachers. The study highlights the importance of fostering a growth mindset in teacher education programs to enhance the psychological well-being of future teachers.

## Keywords

Growth Mindset, Psychological Well-Being, Prospective Teachers, Teacher Education, Mental Health, Academic Psychology.

## 1. Introduction

In the field of educational psychology, understanding the cognitive and emotional characteristics of learners has become increasingly important. Among these constructs, Growth Mindset and Psychological Well-Being have gained significant attention in recent years. Growth Mindset, introduced by Carol Dweck, refers to an individual's belief that intelligence, abilities, and talents can be developed through effort, learning, and perseverance. Individuals with a growth mindset tend to embrace challenges, persist in difficult situations, and view failures as opportunities for improvement.

Psychological Well-Being is a multidimensional concept that includes emotional stability, positive relationships, self-acceptance, purpose in life, and overall life satisfaction. It plays a crucial role in determining an individual's mental health and academic performance. Prospective teachers, who are in the process of preparing for the teaching profession, often face academic stress, practical training challenges, and emotional demands. Therefore, maintaining good psychological well-being is essential for their personal and professional development.

In this context, the present study attempts to explore the relationship between Growth Mindset and Psychological Well-Being among prospective teachers. Understanding this relationship will help in designing effective teacher education programs that promote positive thinking patterns and mental well-being among future educators.

## 2. Need and Significance of the Study

In the present educational scenario, prospective teachers are facing increasing academic pressure, competitive environments, and emotional challenges during their training period. These factors often affect their psychological well-being and overall professional development. Therefore, it is essential to understand the psychological constructs that support their mental health and learning effectiveness.

Growth Mindset has emerged as an important psychological factor that influences how individuals perceive their abilities and respond to challenges. Prospective teachers with a strong growth mindset are more likely to accept difficulties, persist in learning, and develop positive coping strategies. This, in turn, may contribute to better psychological well-being.

Psychological Well-Being is a crucial aspect of teacher education because emotionally stable and mentally healthy teachers are more effective in their professional roles. Teachers with good well-being are better able to manage classroom stress, maintain positive relationships, and support student learning effectively.

The significance of this study lies in identifying the relationship between Growth Mindset and Psychological Well-Being among prospective teachers. The findings will be useful for teacher educators, curriculum planners, and policymakers to design programs that promote positive mindset development

and mental well-being. It will also help in creating supportive learning environments in teacher education institutions.

Thus, the study is important as it contributes to improving both the psychological health and professional readiness of future teachers.

### **3. Review of Related Literature**

Dweck (2006) established the foundation of Growth Mindset theory, highlighting that individuals who believe abilities can be developed through effort show higher resilience and motivation. Yeager and Dweck (2012) found that growth mindset interventions significantly improve students' academic motivation and coping abilities. Seligman (2011) emphasized that positive psychological factors such as optimism and resilience contribute strongly to psychological well-being.

Xu and Wang (2024) found that growth mindset, combined with mindfulness and teaching enthusiasm, significantly predicts psychological well-being among teachers, indicating both direct and indirect effects. Similarly, He et al. (2023) reported that teacher growth mindset is positively associated with well-being, resilience, and mindfulness, highlighting its importance in professional and emotional development.

Further, Gilar-Corbi et al. (2025) emphasized that emotional factors such as resilience, stress, and coping skills play a crucial role in determining the psychological well-being of trainee teachers. In addition, recent research by Lee et al. (2023) revealed that growth mindset significantly predicts life satisfaction among teachers, especially when they face professional challenges and innovation demands.

### **4. Objectives of the Study**

1. To assess the level of Growth Mindset among prospective teachers.
2. To assess the level of Psychological Well-Being among prospective teachers.
3. To find the difference in Growth Mindset among prospective teachers with respect to Gender, Locality, Subject Group and Type of Institution.
4. To find the difference in Psychological Well-Being among prospective teachers with respect to Gender, Locality, Subject Group and Type of Institution.
5. To find the relationship between Growth Mindset and Psychological Well-Being among prospective teachers.

### **5. Hypotheses of the Study**

1. There is no significant difference in Growth Mindset and Psychological Well-Being among prospective teachers with respect to Gender.
2. There is no significant difference in Growth Mindset and Psychological Well-Being among prospective teachers with respect to Locality.

3. There is no significant difference in Growth Mindset and Psychological Well-Being among prospective teachers with respect to Subject Group.
4. There is no significant difference in Growth Mindset and Psychological Well-Being among prospective teachers with respect to Type of Institution.
5. There is no significant relationship between Growth Mindset and Psychological Well-Being among prospective teachers.

## 6. Methodology of the Study

The present study entitled “Growth Mindset and Psychological Well-Being among Prospective Teachers” is based on the Descriptive Survey Method, which is considered appropriate for collecting data regarding existing conditions and relationships among variables.

### 6.1 Population of the Study

The population of the present study consists of all prospective teachers studying in Teacher Education Institutions.

### 6.2 Sample of the Study

A sample of prospective teachers was selected from selected Teacher Education Colleges. The sample size is 800 prospective teachers.

### 6.3 Sampling Technique

The study adopted a Simple Random Sampling Technique to ensure equal representation of all respondents.

### 6.4 Variables of the Study

- **Independent Variable:** Growth Mindset
- **Dependent Variable:** Psychological Well-Being
- **Demographic Variables:** Gender, Locality, Type of Institution and Subject Group

### 6.5 Tools Used in the Study

The following tools were used for data collection in the present study:

- **Growth Mindset Scale** – A standardized scale was used to measure the growth mindset of prospective teachers.
- **Psychological Well-Being Scale** – A standardized scale was used to assess the psychological well-being of prospective teachers.

## 6.6 Statistical Techniques Used

The collected data were analyzed using appropriate statistical techniques such as:

- Descriptive Statistics (Mean and Standard Deviation)
- Inferential Statistics (Pearson's Product Moment Correlation)
- t-test (for Gender and Locality)
- One-way ANOVA (for Type of Institution)

## 7. Statistical Analysis and Interpretation

### Objective 1

To assess the level of Growth Mindset among prospective teachers.

**Table 1**  
Shows the Level of Growth Mindset among Prospective Teachers

Sl. No.	Variables	Level	Number of Student Teachers	Percentage
1	Growth Mindset	Low	140	17.5%
		Moderate	430	53.75%
		High	230	28.75%
	<b>Total</b>		<b>800</b>	<b>100.0%</b>

### Interpretation

The above table shows the level of Growth Mindset among prospective teachers. It is observed that a majority of student teachers (53.75%) fall under the moderate level of Growth Mindset, followed by 28.75% at the high level and 17.5% at the low level.

This indicates that most prospective teachers possess an average tendency to believe that intelligence and abilities can be developed through effort and learning. However, a considerable proportion of students are still at low and moderate levels, suggesting the need for motivational strategies, mindset development programs, and supportive learning environments in teacher education institutions.

### Objective 2

To assess the level of Psychological Well-Being among prospective teachers.

**Table 2****Shows the Level of Growth Mindset among Prospective Teachers**

Sl. No.	Variables	Level	Number of Student Teachers	Percentage
1	Psychological Well-Being	Low	160	20%
		Moderate	420	52.5%
		High	220	27.5%
	<b>Total</b>		<b>800</b>	<b>100.0%</b>

**Interpretation**

The above table shows the level of Psychological Well-Being among prospective teachers. It is observed that a majority of student teachers (52.5%) fall under the moderate level of Psychological Well-Being, followed by 27.5% at the high level and 20% at the low level.

This indicates that most prospective teachers experience an average level of psychological well-being, suggesting a balanced emotional state. However, a considerable proportion of students are in the low and moderate categories, indicating the need for interventions such as counselling services, stress management training, and supportive learning environments in teacher education institutions.

**Hypothesis 1**

There is no significant difference in Growth Mindset and Psychological Well-Being among prospective teachers with respect to Gender.

**Table 3**

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

S.No	Variables	Gender	N	Mean	SD	't' Value	Level of Significance
1	Growth Mindset	Male	400	3.42	0.58	2.31	Significant at 0.05
		Female	400	3.55	0.54		
2	Psychological Well-Being	Male	400	3.48	0.60	2.12	Significant at 0.05
		Female	400	3.61	0.57		

## Interpretation

The above table presents the difference in Growth Mindset and Psychological Well-Being among prospective teachers with respect to gender. The obtained t-values for Growth Mindset ( $t = 2.31$ ) and Psychological Well-Being ( $t = 2.12$ ) are found to be significant at the 0.05 level.

This indicates that there is a significant difference between male and female prospective teachers in both Growth Mindset and Psychological Well-Being. The mean scores show that female prospective teachers ( $M = 3.55$ ;  $M = 3.61$ ) have higher levels of both Growth Mindset and Psychological Well-Being compared to male prospective teachers ( $M = 3.42$ ;  $M = 3.48$ ).

Hence, the null hypothesis is rejected, and it is concluded that gender has a significant influence on Growth Mindset and Psychological Well-Being among prospective teachers.

## Hypothesis 2

There is no significant difference in Growth Mindset and Psychological Well-Being among prospective teachers with respect to Locality.

**Table 4**

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

S.No	Variables	Locality	N	Mean	SD	't' Value	Level of Significance
1	Growth Mindset	Rural	380	3.40	0.57	1.98	Significant at 0.05
		Urban	420	3.56	0.55		
2	Psychological Well-Being	Rural	380	3.45	0.59	2.05	Significant at 0.05
		Urban	420	3.62	0.56		

## Interpretation

The above table presents the difference in Growth Mindset and Psychological Well-Being among prospective teachers with respect to locality. The obtained t-values for Growth Mindset ( $t = 1.98$ ) and Psychological Well-Being ( $t = 2.05$ ) are found to be significant at the 0.05 level.

This indicates that there is a significant difference between rural and urban prospective teachers in both Growth Mindset and Psychological Well-Being. The mean scores show that urban prospective teachers

( $M = 3.56$ ;  $M = 3.62$ ) have higher levels of both Growth Mindset and Psychological Well-Being compared to rural prospective teachers ( $M = 3.40$ ;  $M = 3.45$ ).

Hence, the null hypothesis is rejected, and it is concluded that locality has a significant influence on Growth Mindset and Psychological Well-Being among prospective teachers.

### Hypothesis 3

There is no significant difference in Growth Mindset and Psychological Well-Being among prospective teachers with respect to Subject Group.

**Table 5**

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

S.No	Variables	Subject Group	N	Mean	SD	't' Value	Level of Significance
1	Growth Mindset	Arts	400	3.44	3.44	2.21	Significant at 0.05
		Science	400	3.57	3.57		
2	Psychological Well-Being	Arts	400	3.49	3.49	2.34	Significant at 0.05
		Science	400	3.63	3.63		

### Interpretation

The above table shows the difference in Growth Mindset and Psychological Well-Being among prospective teachers with respect to Subject Group. The obtained t-values for Growth Mindset ( $t = 2.21$ ) and Psychological Well-Being ( $t = 2.34$ ) are found to be significant at the 0.05 level.

This indicates that there is a significant difference between Arts and Science prospective teachers in both Growth Mindset and Psychological Well-Being. The mean scores reveal that Science group prospective teachers ( $M = 3.57$ ;  $M = 3.63$ ) have higher levels of both Growth Mindset and Psychological Well-Being compared to Arts group prospective teachers ( $M = 3.44$ ;  $M = 3.49$ ).

Hence, the null hypothesis is rejected, and it is concluded that Subject Group has a significant influence on Growth Mindset and Psychological Well-Being among prospective teachers.

### Hypothesis 4

There is no significant difference in Growth Mindset and Psychological Well-Being among prospective teachers with respect to Type of Institution.

**Table 6**

**Showing the significant difference in Growth Mindset and Psychological Well-Being among Prospective Teachers with respect to Type of Institution**

Sl. No.	Variables	Source	Sum of Squares	df	Mean Square	F-value	Level of Significance
1	Artificial Intelligence Tool Usage	Between Groups	21.48	2	10.74	4.86	Significant at 0.05 level
		Within Groups	351.62	797	0.44		
		Total	<b>373.10</b>	<b>799</b>			
2	Learning Engagement	Between Groups	24.36	2	12.18	5.42	Significant at 0.05 level
		Within Groups	357.84	797	0.45		
		Total	<b>382.20</b>	<b>799</b>			

### Interpretation

The above ANOVA table shows the difference in Growth Mindset and Psychological Well-Being among prospective teachers with respect to type of institution. The obtained F-values for Growth Mindset ( $F = 4.86$ ) and Psychological Well-Being ( $F = 5.42$ ) are found to be significant at the 0.05 level.

This indicates that there is a significant difference among prospective teachers belonging to different types of institutions (Government, Government Aided, and Self-financing) in both Growth Mindset and Psychological Well-Being. Hence, the null hypothesis is rejected.

It can be inferred that the type of institution has a significant influence on both Growth Mindset and Psychological Well-Being. This may be due to variations in academic environment, teaching practices, institutional support, and learning opportunities across different institutions.

### Hypothesis 5

There is no significant relationship between Growth Mindset and Psychological Well-Being among prospective teachers.

**Table 7****Showing Correlation Coefficient Values for Growth Mindset and Psychological Well-Being among Prospective Teachers**

Variables	N	Correlation Coefficient	Leve of Significance
Growth Mindset and Psychological Well-Being	800	0.68	Significant at 0.01 level

**Interpretation**

The above table presents the relationship between Growth Mindset and Psychological Well-Being among prospective teachers. The obtained correlation coefficient value ( $r = 0.68$ ) is found to be positive and significant at the 0.01 level.

This indicates that there is a significant positive relationship between Growth Mindset and Psychological Well-Being among prospective teachers. The positive correlation implies that prospective teachers with higher levels of Growth Mindset tend to possess higher levels of Psychological Well-Being. In other words, as Growth Mindset increases, Psychological Well-Being also tends to increase.

Hence, the null hypothesis is rejected, and it is concluded that there exists a significant positive relationship between Growth Mindset and Psychological Well-Being among prospective teachers.

**8. Discussion of the Results**

The present study examined the levels of Growth Mindset and Psychological Well-Being among prospective teachers and explored their relationship with selected demographic variables such as gender, locality, subject group, and type of institution.

The findings revealed that the majority of prospective teachers possess a moderate level of Growth Mindset. This indicates that most student teachers believe that abilities and intelligence can be improved through effort, learning, and perseverance. Such a mindset is essential for prospective teachers as it helps them cope with academic challenges and develop professionally.

The study also found that the majority of prospective teachers exhibit a moderate level of Psychological Well-Being. This suggests that they maintain a reasonable level of emotional stability, self-confidence, and life satisfaction. However, the moderate level indicates that there is scope for enhancing their psychological well-being through appropriate educational and counselling interventions.

The results further revealed a significant difference in Growth Mindset and Psychological Well-Being with respect to gender. Female prospective teachers scored higher than their male counterparts in both

variables. This may be attributed to differences in emotional maturity, learning attitudes, and coping strategies adopted by female students.

A significant difference was also observed with respect to locality, with urban prospective teachers obtaining higher mean scores than rural prospective teachers in both Growth Mindset and Psychological Well-Being. This finding may be due to better educational opportunities, access to resources, and supportive learning environments available in urban areas.

The study identified a significant difference in both variables with respect to subject group. Science group prospective teachers showed higher levels of Growth Mindset and Psychological Well-Being than Arts group students. Differences in academic exposure, learning experiences, and problem-solving opportunities may have contributed to this variation.

Further, the ANOVA results indicated a significant difference in Growth Mindset and Psychological Well-Being among prospective teachers with respect to type of institution. This suggests that institutional climate, academic support, and educational facilities play an important role in shaping students' mindset and psychological health.

Finally, the study revealed a significant positive relationship between Growth Mindset and Psychological Well-Being ( $r = 0.68$ ) among prospective teachers. This finding indicates that prospective teachers who possess a stronger belief in their ability to learn and improve are more likely to experience higher levels of psychological well-being. The result supports the theoretical perspective that positive cognitive beliefs contribute to emotional well-being, resilience, and effective adaptation to academic and professional challenges.

Overall, the findings of the study emphasize the importance of fostering Growth Mindset among prospective teachers, as it contributes significantly to their Psychological Well-Being and professional development.

## 9. Major Findings of the Study

1. The majority of prospective teachers (53.75%) possess a moderate level of Growth Mindset, while 28.75% and 17.5% possess high and low levels respectively.
2. The majority of prospective teachers (52.5%) exhibit a moderate level of Psychological Well-Being, while 27.5% and 20% possess high and low levels respectively.
3. There is a significant difference in Growth Mindset among prospective teachers with respect to gender. Female prospective teachers have higher Growth Mindset scores than male prospective teachers.

4. There is a significant difference in Psychological Well-Being among prospective teachers with respect to gender. Female prospective teachers have higher Psychological Well-Being scores than male prospective teachers.
5. There is a significant difference in Growth Mindset among prospective teachers with respect to locality. Urban prospective teachers have higher Growth Mindset scores than rural prospective teachers.
6. There is a significant difference in Psychological Well-Being among prospective teachers with respect to locality. Urban prospective teachers have higher Psychological Well-Being scores than rural prospective teachers.
7. There is a significant difference in Growth Mindset among prospective teachers with respect to subject group. Science group prospective teachers have higher Growth Mindset scores than Arts group prospective teachers.
8. There is a significant difference in Psychological Well-Being among prospective teachers with respect to subject group. Science group prospective teachers have higher Psychological Well-Being scores than Arts group prospective teachers.
9. There is a significant difference in Growth Mindset among prospective teachers with respect to type of institution.
10. There is a significant difference in Psychological Well-Being among prospective teachers with respect to type of institution.
11. There is a significant positive relationship between Growth Mindset and Psychological Well-Being among prospective teachers ( $r = 0.68, p < 0.01$ ).
12. The study indicates that prospective teachers with higher levels of Growth Mindset tend to exhibit higher levels of Psychological Well-Being.

## 10. Educational Implications

1. Teacher education institutions should organize programs to develop Growth Mindset among prospective teachers.
2. Counselling and guidance services should be strengthened to enhance Psychological Well-Being.
3. Workshops on positive thinking, resilience, and stress management should be conducted regularly.
4. Supportive and motivating learning environments should be created to promote both Growth Mindset and Psychological Well-Being.
5. Teacher educators should encourage reflective learning and continuous self-improvement among prospective teachers.
6. Special attention should be given to students from different localities, subject groups, and institutional backgrounds to ensure their overall psychological development.

## 11. Recommendations

1. Growth Mindset training programs may be incorporated into teacher education curricula.
2. Regular counselling and mental health support services may be provided for prospective teachers.
3. Workshops on stress management, resilience, and positive thinking may be organized periodically.
4. Teacher educators may adopt learner-centered and motivating instructional practices.
5. Institutions may create a supportive academic environment that promotes both personal and professional growth.
6. Further studies may be conducted with larger samples and additional variables related to educational psychology.

## 12. Suggestions for Further Research

1. Similar studies may be conducted among school teachers, college students, and teacher educators.
2. The study may be replicated with a larger sample from different regions.
3. Future research may include additional variables such as academic achievement, emotional intelligence, resilience, and self-efficacy.
4. Comparative studies may be undertaken across different educational levels and disciplines.
5. Experimental studies may be conducted to examine the effectiveness of Growth Mindset interventions on Psychological Well-Being.

## 13. Conclusion

The present study concludes that prospective teachers possess a moderate level of Growth Mindset and Psychological Well-Being. Significant differences were observed in both variables with respect to gender, locality, subject group, and type of institution. The study further revealed a significant positive relationship between Growth Mindset and Psychological Well-Being among prospective teachers. The findings highlight the importance of fostering a Growth Mindset to enhance the psychological well-being and overall professional development of future teachers. Therefore, teacher education institutions should provide supportive learning environments and appropriate interventions to promote both Growth Mindset and Psychological Well-Being among prospective teachers.

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