

Mental Health of Pre-Service Training Teacher in Indonesia: Analysis between Psychological Well-Being and Emotional Regulation with Demographic Factors

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Abstract

Background: The mental health of pre-service teachers is essential as they manage the demands of early teaching and build professional skills. Many face challenges in psychological well-being and emotional regulation, impacting their classroom effectiveness and resilience. **Objective:** This study examines psychological well-being and emotional regulation among Indonesian pre-service teachers and the influence of demographic factors. **Method:** A quantitative correlational design was used, with data gathered from 583 pre-service teachers in Indonesian. Psychological well-being and emotional regulation were measured using validated scales, and ANOVA was employed to assess differences across demographic factors. **Results:** Results show that many pre-service teachers have low to medium levels of psychological well-being, with significant variation in emotional regulation abilities. Demographic factors—gender, age, employment status, and teaching placement—did not significantly affect these aspects. **Conclusion:** The findings indicate that PWB and ER are not significantly affected by demographic factors like age, gender, employment status, or teaching placement. This suggests that challenges in these areas are widely experienced across different demographic groups, emphasizing the universal.

Keywords: Demographic factors; emotional regulation; pre-service teachers; psychological well-being

Abstrak

Latar Belakang: Kesehatan mental guru prajabatan sangat penting karena mereka harus mengelola tuntutan mengajar awal sambil membangun keterampilan profesional. Banyak yang menghadapi tantangan dalam kesejahteraan psikologis dan regulasi emosi, yang berdampak pada efektivitas dan ketahanan mereka di kelas. **Tujuan:** Penelitian ini mengkaji kesejahteraan psikologis dan regulasi emosi pada guru prajabatan di Indonesia serta pengaruh faktor demografi terhadap aspek-aspek tersebut. **Metode:** Penelitian ini menggunakan desain korelasional kuantitatif, dengan data dari 583 guru prajabatan di 16 provinsi di Indonesia. Kesejahteraan psikologis dan regulasi emosi diukur menggunakan skala yang sudah tervalidasi, dan ANOVA digunakan untuk menilai perbedaan berdasarkan faktor demografi. **Hasil:** Hasil menunjukkan bahwa banyak guru prajabatan memiliki tingkat kesejahteraan psikologis yang rendah hingga sedang, dengan variasi signifikan dalam kemampuan regulasi emosi. Faktor demografi—jenis kelamin, usia, status pekerjaan, dan tempat mengajar—tidak berpengaruh signifikan terhadap aspek-aspek tersebut. **Kesimpulan:** Temuan ini menyoroti perlunya dukungan kesehatan mental yang universal dalam program pelatihan guru, termasuk pelatihan manajemen stres dan regulasi emosi untuk membangun ketahanan khususnya pada kelompok guru prajabatan atau PPG.

Keywords: Faktor demografi; guru pra-jabatan; kesejahteraan psikologis; regulasi emosiona.

Introduction

Teachers play a vital role in the educational process, as they are responsible for creating a supportive academic environment and encouraging student growth. Besides delivering lesson materials, teachers are essential in fostering students' development by managing the educational process and presenting material in various ways (Gunathilaka, et.al, 2022). High-quality teaching staff are needed, both in terms of teaching skills and self-management, because teachers are role models expected to impart both exact sciences and moral education. Therefore, as the primary foundation of education, teachers' psychological well-being deserves special attention.

From a positive psychology perspective, psychological well-being impacts not only individuals but also broader social outcomes, such as work productivity, educational achievement, and community involvement. It can also protect against anxiety, depression, stress, and other psychological symptoms (De Kock, et.al, 2021). Similarly, people with higher emotional regulation, empathy, social skills, and self-concept are associated with better conflict resolution skills, effective leadership, and greater empathy in interpersonal relationships (Morales-Rodríguez,2020).

Good psychological health in a teacher supports effective lesson preparation, a balance between work and personal life, and the ability to meet work demands (Deasyanti, Jannah, Juriana, Takhi, et al, 2024). Thus, psychological well-being is an important factor influencing teachers' performance in schools. Teachers' mental health plays a significant role in the learning process and educational outcomes. Teachers with good mental health can create a positive learning environment that helps students become more engaged and achieve higher academic performance. Specifically, PPG (Pre-Service Teacher Certification Program) teachers face unique challenges due to their diverse responsibilities. On one hand, PPG teachers are expected to provide good teaching to students per the curriculum's demands. On the other hand, pre-service teachers undergoing this certification must meet the expectations of assessors and the universities where they study to graduate with good grades and receive the expected certification.

An individual's well-being is not only determined by physical or mental health but also by psychological and social factors. The World Health Organization (WHO) (2022) explains that well-being is not limited to physical health but also includes mental and social well-being, which are interconnected. A healthy mental state greatly influences a person's psychological well-being. Psychological well-being is defined as an individual's state to have a balanced state of mind and some meaningful experience of self-understanding, the ability to cope with life stressors, work productively, and contribute meaningfully to the community (Kamboj & Garg, 2021). According to Uppal (2022), this definition emphasizes that mental health plays a crucial role in managing stress, achieving personal goals, and positively impacting social environments. Given the significant role of mental health, discussions on this issue are increasingly essential, especially with the rising global awareness of its impact on overall health.

Individual well-being does not stand alone; it comprises interconnected domains that influence one another. Optimal mental health can help maintain an individual's physical condition and vice versa (Ni et al., 2020). Therefore, a holistic approach is necessary, with the hope that individuals can build aligned mental and physical health so that all aspects of well-being are met, not just one.

The topic of teachers' mental health remains relatively limited, especially those specifically addressing pre-service teachers' mental health. Apart from that, pre-service teachers with good psychological well-being conditions will also influence students and other educational environments because teachers play as the main factor in providing good education. A research in Australia found that teacher distress and burnout can affect students' well-being, academic self-perceptions, and classroom environment (Carrol, et.al, 2021). Another study in Indonesia conducted by Rachmawati & Lidyasari (2024) show the similar finds. This study sought to describe the psychological well-being of pre-service teachers revealed that pre-service teachers in training showed high psychological well-being, especially in aspects such as self-acceptance, life goals, harmonious relationships, selection of suitable environments, and independence. This is supported by comfort in training, understanding of job complexity, optimism, self-actualization, maturity, self-confidence, strong connections, anxiety management, and good socioeconomic conditions, enabling them to balance work and student service effectively. However, this self-improvement over time does not always reflect pre-service teachers' psychological well-being, so these findings need further investigation. Furthermore, teachers' mental health can be assessed through several factors, such as psychological well-being, emotional intelligence, and emotion management. Psychological well-being includes the individual's ability to

adapt to their environment, ultimately leading to personal satisfaction and positive social acceptance. Studies show that a person's happiness and well-being are greatly influenced by the ability to adapt to social environments and maintain positive relationships (Selivanova, Konovalova, & Shchetinina, 2020).

Good mental health allows teachers to become more effective educators, maintain personal satisfaction, and avoid symptoms of depression. Therefore, to develop quality future teachers, emotional management and psychological well-being must be considered even when pre-service teachers practice teaching in the PPG certification program. This is because teachers' well-being is crucial, as they play a role in shaping mental health in school environments. Additionally, a classroom atmosphere created by a teacher with good emotional stability also helps students develop and feel safe in the learning environment (Hascher, et.al, 2021). Thus, educational institutions must provide adequate mental support for teachers through training, counseling, and emotional capacity building, which in turn will enhance teachers' ability to create an optimal and friendly learning atmosphere for students.

Method

This study employs a quantitative research approach. The use of a quantitative approach is intended to test the data obtained numerically (Jannah, 2018). This study uses a correlational quantitative design to test the relationship between three independent variables and one dependent variable, namely emotional regulation, and psychological well-being, with demographic factors in pre-service teachers in Indonesia.

Sample or Population

The data obtained in this study were 820 data, with the population in this study being prospective teachers from 16 provinces in Indonesia, with the distribution of the origin of the research participants being East Java as many as 773 people, East Nusa Tenggara as many as 14 people, Central Java as many as 12 people, West Nusa Tenggara as many as 5 people, and the rest came from other provinces. Then the data was filtered to find data that met the requirements and collected as many as 583 respondents. From the available data, then for sampling using a non-probability sampling technique, namely purposive sampling. Data is selected based on the provisions that have been applied by the researcher. The subjects of this research are determined to be prospective educators in Indonesia who are undergoing pre-service teacher education.

Data Measurement

The researcher collected data for this study by distributing a questionnaire online to social media and campus environments. Then the researcher also provided informed consent in his research to request approval from respondents regarding the use of data. The measuring instrument used in the study for the Psychological Well-Being Scale (PWBS) variable is the result of an adaptation of a measuring instrument developed by Ryff (1989), which measures six dimensions, namely self-acceptance, positive relationships with others, autonomy, environmental mastery, life goals, and personal growth, totaling 29 items. For the emotional regulation measuring instrument, it was adapted from the emotional regulation measuring instrument developed by Gross (2015), namely the Emotion Regulation Questionnaire (ERQ). This measuring instrument was developed to see how individuals regulate their emotions well and uses 10 question items. Then the demographic factors are a collection of age, gender, teaching experience, and educational background.

Data Analysis

The data obtained from filling out the respondent questionnaires were processed for analysis. First, the researcher changed and coded the initial data to make it easy to use in the IBM SPSS version 26 analysis program. While coding aims to change categorical data into numbers so that it can be processed statistically, editing is done to recheck the data so that there are no input errors. Furthermore, descriptive analysis is carried out to provide an overview of the data. This includes the mean value, standard deviation, and maximum and minimum values for each variable. After that, the analysis assumptions are tested to determine the appropriate type of test. This can include a normality test using Kolmogorov-Smirnov. The results are used to determine whether the data meets the parametric assumptions. In addition, inferential testing is carried out to determine whether there are differences between groups. If the data meets the parametric assumptions, an ANOVA or t-test is used. Nonparametric tests are used if the data is not normally distributed. To reach this conclusion, each test is carried out with a significance level of 95%. To facilitate data interpretation, the results are presented narratively and in tables.

Result

The data collected shows that this study obtained 583 respondents who were eligible to be processed. Then this demographic data was compiled with several provisions as contained in the table. The respondents in this study were mostly female, with a percentage of 76.8%. Female respondents can be said to be quite large, with 3/4 of the total data. Then the age group that is most interested in taking pre-service teacher education is in the age range of 21–25 years, with a very dominant number of 69%. Teachers who are taking pre-service teachers have also previously had their careers, so the placement of the most schools currently undergoing pre-service teachers is elementary school teachers with a total of 41.9%. For employee status, the most data is found on honorary employees, namely 54.0%. This table will provide a more in-depth explanation of the sociodemographic characteristics of the research respondents (Table 1).

Table 1. Demographic data

Category		f	%
Gender	Male	135	23.2
	Female	448	76.8
Age	21 – 25 Years Old	402	69.0
	26 – 30 Years Old	150	25.7
	30 – 35 Years Old	31	5.3
Employee Status	No Status	221	37.9
	Honorary	315	54.0
	Permanent	47	8.1
Teaching Place	PAUD	41	7.0
	SD	244	41.9
	SMP/ Equivalent	137	23.5
	SMA/ Equivalent	161	27.6

Based on the results of the descriptive analysis, a description of the variables psychological well-being and emotional regulation is obtained. In psychological well-being, the minimum value obtained by respondents is 98, while the maximum value reaches 218. The average or mean for psychological well-being is 159.65 with a standard deviation of 15.448. This indicates that respondents' psychological well-being averages 159.65 with a 15.448-point variation. Next, in the emotional regulation table, the minimum value obtained by respondents is 14, and the maximum value is 70. The mean for emotional regulation is 43.63 with a standard deviation of 9.263. This shows that the average ability of respondents to regulate emotions is around 43.63, with a variation of around 9.263 from the average. (Table 2)

Table 2. Descriptive statistics

	Minimum	Maximum	Mean	Std. Deviation
Psychological Well-Being	98	218	159.65	15.448
Emotional Regulation	14	70	43.63	9.263

Based on Table 3, the mental health conditions of pre-service training teachers can be seen from two main aspects, namely psychological well-being and emotional regulation. In terms of psychological well-being, the results show that most teachers are in the low and medium categories. In detail, as many as 34.6% of teachers are in the low psychological well-being category, indicating that almost a third of teachers experience poor levels of well-being. Furthermore, 34.1% of teachers are in the medium category, indicating that their psychological well-being is quite stable, although there is room for improvement. The fact that only 31.2% of teachers fall into the high group suggests that very few of them believe their psychological well-being is at its best. According to the findings, 38.6% of teachers fall into the category of having low emotional regulation, meaning that nearly four out of ten instructors may struggle to successfully control their emotions. In addition, as many as 28.6% of teachers are in the medium category, indicating that their emotional regulation

abilities are at a fairly good level but not completely optimal. Meanwhile, as many as 32.8% of teachers are in the high category, indicating that about a third of teachers have good emotional regulation abilities. (Table 3)

Table 3. Mental health of pre-service training teacher

Category	Low		Medium		High	
	f	%	f	%	f	%
1. Psychological Well-being	202	34.6	199	34.1	182	31.2
2. Emotional Regulation	225	38.6	167	28.6	191	32.8

Based on the results of the Kolmogorov-Smirnov normality test shown in Table 4, the test statistic value is 0.032 and the Asymp. Sig. (2-tailed) value is 0.200. Because the Asymp. Sig. (2-tailed) or p-value of 0.200 is greater than 0.05, then this data is normally distributed. In other words, these results indicate that the data in the sample are considered to follow a normal distribution, so that they can be further analyzed using parametric statistical methods that assume data normality.

Table 4. Kolmogorov-Smirnov Normality Test

Test Results	
Test Statistic	.032
Asymp. Sig. (2-tailed)	.200

The results of the ANOVA test showed that there was no significant difference between the demographic factors tested with the two main variables in this study, namely psychological well-being and emotional regulation in pre-service teachers. For the gender factor, the results showed that there was no significant difference between men and women in either psychological well-being ($p = 0.915$) or emotional regulation ($p = 0.117$), which means that gender does not affect psychological well-being or emotional regulation. Likewise with the age factor, which shows that the age difference in the range of 21 to 35 years does not affect psychological well-being ($p = 0.116$) or emotional regulation ($p = 0.574$). For the employment status factor, the results also did not show a significant difference in psychological well-being ($p = 0.388$) and emotional regulation ($p = 0.461$), which means that employee status does not affect psychological well-being or emotional regulation. Finally, the teaching place factor also did not have a significant effect on psychological well-being ($p = 0.947$) and emotional regulation ($p = 0.065$), although this result was close to the significance limit. Overall, the demographic factors tested in this study did not show significant differences in psychological well-being or emotional regulation in pre-service teachers.

Table 5. Differences of mental health factors from pre-service training teacher

Demographic Factor	Psychological Well Being		Emotional Regulation	
	Value F	Sign	Value F	Sign
1. Gender (Male, Female)	0.011	0.915 $p > 0.05$	2.459	0.117 $p > 0.05$
2. Age (21 – 25 Years Old, 26 – 30 Years Old, 30 – 35 Years Old)	2.164	0.116 $p > 0.05$	0.555	0.574 $p > 0.05$
3. Employee Status (No Status, Honorary, Permanent Foundation Employees)	0.948	0.388 $p > 0.05$	0.775	0.461 $p > 0.05$
4. Teaching Place (PAUD, SD, SMP/ Equivalent, SMA/ Equivalent)	0.122	0.947 $p > 0.05$	2.416	0.065 $p > 0.05$

*)Significant ($p < 0.05$)

Discussion

The results of the study and analysis conducted provide a comprehensive analysis of psychological well-being and emotional regulation among pre-service teachers, highlighting key patterns across various demographic characteristics such as gender, age, employment status, and length of service. The findings indicate that many pre-service teachers show low levels of psychological well-being. The study's findings indicate that a majority of respondents (68.7%) fall within the low-to-medium range for psychological well-being, with only 31.2% reporting high levels of well-being. This imbalance suggests that a significant number of pre-service teachers may face difficulties in maintaining mental wellness during the demanding pre-service training period.

The generally lower levels of psychological well-being among these teachers could stem from various stressors, including academic pressures, the challenge of adapting to teaching responsibilities, and balancing other personal or professional commitments. This is in line with the findings of a similar study conducted by Jerrim & Sims (2021) who examines the relationship between teachers' working hours, workload, and their associated stress and wellbeing across five English-speaking jurisdictions. The result found that the longer working hours correlate with increased workload stress and decreased wellbeing in teachers across English-speaking countries. In another research found that teachers psychological well-being also influenced by school contexts that promote high-quality workloads, autonomy, and relatedness (Brady & Wilson, 2021). School context shapes teachers' wellbeing by either supporting or hindering their autonomy, sense of purpose, and work-life balance. A supportive school environment with clear boundaries, meaningful work, and trust in teachers' competence leads to better wellbeing. Conversely, accountability pressures, unnecessary workloads, and lack of personal space can have detrimental effects.

If many pre-service teachers struggle to achieve high psychological well-being, it raises concerns regarding their ability to maintain these dimensions, especially as they transition into their professional roles. Teachers with low psychological well-being may also be more susceptible to burnout, which can adversely affect their teaching effectiveness and student outcomes (Bardach, Klassen, & Perry, 2022). Similar research conducted by Hascher & Weber (2021) who identifies multiple conceptualizations of teachers psychological well-being, noting it as a multidimensional construct encompassing positive and negative aspects, including emotional, cognitive, and social dimensions. The review categorizes the theoretical foundations of teachers psychological well-being into five research fields: well-being psychology, positive psychology, work and organizational psychology, teacher-specific well-being, and health science. This research findings reveal that teachers psychological well-being is influenced significantly by social relationships, supportive work environments, and professional interactions, particularly with colleagues and principals. The predictors of teachers psychological well-being are divided into personal (regulation, motivation) and contextual factors (school climate, support systems). The authors emphasize the need for more targeted interventions and clearer conceptual models to enhance teachers psychological well-being research and practical applications within educational settings. This studies suggest that psychological well-being not only influences individual satisfaction but also affects professional effectiveness. Teachers with low well-being may have diminished job satisfaction and motivation, which can lead to higher attrition rates in the teaching profession. Therefore, the finding that a substantial proportion of pre-service teachers have sub-optimal well-being levels underscores the need for training programs that support mental health, potentially through stress management workshops, mentorship, or peer support networks.

In pre-service teachers context, wellbeing is influenced by a dynamic interplay of personal agency and contextual factors (Sulis, et.al, 2021). Furthermore, this study explain that from 6 pre-service teachers who took part in this study show that participants' wellbeing evolved over time due to the interaction of psychological, social, and contextual factors. Some common influences included social connections, physical health, motivation, workload, and the environment. The impact of these factors varied based on individual circumstances and identity (student vs. teacher). Over time, participants adapted to new conditions, exercising agency to improve their wellbeing, such as setting boundaries or balancing work and leisure. However, when participants felt powerless due to external factors (e.g., professors' guidance), they struggled to change their wellbeing trajectory. This emphasizes the importance of feeling agency in influencing wellbeing outcomes.

The findings in this research also reveal that emotional regulation abilities among pre-service teachers vary significantly, with 38.6% in the low category, 28.6% in the medium, and 32.8% in the high category. Emotional regulation is crucial for teachers, as their role often requires handling challenging classroom situations, managing interpersonal relationships, and responding constructively to student behavior. According to Gross's (2002) theory of emotional regulation, the ability to effectively regulate emotions can enhance teachers' regulation, allowing them to maintain a positive classroom environment and manage stress.

Pre-service teachers in the low emotional regulation category might have faced difficulties in managing emotions which could hinder their capacity to cope with stressors and manage student interactions (Dreer, 2022). Emotional regulation skills are essential for maintaining a calm and supportive classroom environment, as well as for preserving teacher well-being. Teachers with strong emotional regulation are better equipped to respond adaptively in stressful situations, which can lead to more positive educational outcomes and a healthier classroom climate. It shows similar results as the other studies by Valente (2022) show. The study that Valente conducted emphasized the importance of emotional regulation for teachers in maintaining mental health and effectively managing classrooms.

This finding aligns with recent studies showing that teachers' well-being is often influenced by emotional regulation. The research conducted by Vesely, Saklofske, & Nordstokke (2014) finds that emotional regulation plays a significant role in managing teacher stress and enhancing overall well-being. This research indicates that teaching is a profession characterized by high levels of occupational stress and emotional labor, which can lead to job dissatisfaction, mental health issues, and high turnover rates among teachers. Emotional Regulation encompasses a range of emotional competencies that aid in the identification, processing, and regulation of emotions, which can facilitate effective stress management.

Similar findings were also presented by Turner & Stough (2020). Turner's research found that a teacher's emotional intelligence and well-being is well-established. High emotional regulation contributes to greater job satisfaction, reduced burnout, and improved student outcomes. More depth, this research explained that with high levels of emotional intelligence, teachers tend to experience enhanced well-being, which can lead to a more positive teaching environment. This underscores the importance of integrating emotional intelligence training into teacher education programs to foster both teacher and student success. On the other study, the similar result also found by Kamboj & Garg (2021) who examined the relationship between emotional intelligence (EI), resilient-character traits (especially perseverance and self-reliance), and psychological well-being among school teachers in India. The findings highlight the importance of perseverance as a significant predictor and mediator between EI and teachers' psychological well-being. Perseverance, understood as the ability to persist through adversity, plays a critical role in enhancing teachers' well-being, alongside high emotional intelligence. The study emphasizes that emotional coping, combining emotional intelligence and perseverance, positively influences teachers' psychological health.

Interestingly, demographic factors such as gender, age, employee status, and teaching placement did not significantly impact either psychological well-being or emotional regulation. This finding diverges from some previous studies, which have suggested that certain demographic variables may influence well-being. For example, research by Klassen and Chiu (2010) found that younger and less experienced teachers tend to report higher levels of stress and lower well-being compared to older, more experienced teachers. However, the lack of significant demographic effects in the current study could imply that the demands of pre-service teaching create similar mental health challenges across these demographic groups. The demographics analysis, which showed no significant differences in either well-being or emotional regulation, is particularly noteworthy. This finding suggests that both male and female pre-service teachers experience comparable levels of psychological challenges, even though female respondents comprised a larger portion of the sample. Things that are more influential than demographic factors on teachers' well-being are social support, self-regulation, teaching efficacy, and compassion, with strong teacher-student relationships and supportive workplace environments contributing to job satisfaction and engagement. Notably, student misbehavior and job dissatisfaction also influenced teacher self-efficacy and well-being (Sohail, et.al, 2023).

Similar studies aimed to compare the psychological well-being (PWB) of special education teachers across gender, marital status, experience, and job designation (Akrama, Ahmad, & Sewanic, 2024). Findings indicated that female teachers in special education had higher PWB than male teachers, with more experienced teachers also displaying better PWB than less experienced ones. Beginner-level teachers reported higher psychological well-being than junior teachers (Holt, et.al, 2024). Female teachers generally demonstrate better

wellbeing and hold a more positive outlook towards teaching students than male teachers, have a greater sense of purpose in life and life satisfaction. Marital status also significantly affects emotional well-being, with married teachers typically reporting higher mental health, emotional intelligence, and PWB compared to unmarried teachers, having longer tenure showing better PWB. More experienced teachers tend to manage psychological distress effectively and maintain higher levels of PWB, as confirmed by studies showing that teachers with extensive experience demonstrate the highest PWB levels (Alves, et.al, 2021). Other study conducted in Kenya that examine demographic factors on teachers wellbeing shows that gender emerged as a significant factor, with female teachers experiencing more emotional exhaustion than male counterparts due to additional roles at home and school. Age also influenced exhaustion, with middle-aged teachers (31-40) reporting higher emotional fatigue compared to younger or older peers. Marital status positively mediated emotional exhaustion; single teachers reported higher exhaustion than married teachers, likely due to reduced support systems. Education level had a negative impact, with teachers holding master's degrees experiencing less exhaustion than those with bachelor's degrees (Njuguna, et.al, 2022).

The study's findings have important implications for teacher training programs, particularly in relation to supporting pre-service teachers' mental health. Given the high proportion of teachers with low psychological well-being and emotional regulation skills, training programs should consider integrating mental health and emotional regulation interventions. Programs focused on enhancing regulation, stress management, and emotional regulation could benefit pre-service teachers and prepare them for the emotional demands of the teaching profession. Additionally, developing workshops or modules on coping strategies and emotional regulation could provide pre-service teachers with the tools they need to handle challenging situations effectively. Moreover, peer support groups and mentorship opportunities with experienced teachers could offer pre-service teachers additional guidance, helping them navigate the emotional complexities of teaching.

Suggestion

To support pre-service teachers' mental health, institutions should offer tailored mental health programs, such as counseling and stress management workshops. Adding emotional regulation training and peer support networks can further equip teachers to handle classroom demands. Enhanced supervisory support is also crucial, with supervisors trained to identify stress indicators. Future research should explore longitudinal effects on well-being as teachers progress into their careers, examining additional demographic and contextual factors to refine support. Finally, including emotional intelligence in teacher assessments could identify those needing further support, fostering well-rounded development in both academic and emotional skills essential for teaching success.

Conclusion

In conclusion, this study underscores the need for comprehensive support systems within teacher training programs to foster psychological well-being and emotional regulation in pre-service teachers. The findings reveal that most of the pre-service teachers has low to moderate psychological well-being state and face challenges in these areas. Demographic factors such as gender, age, and employment status appear not to significantly influence whether teacher's well-being nor teacher's emotional resilience. This highlights the need for universal, rather than demographic-specific, support systems that can assist all pre-service teachers in navigating the emotional demands of the profession. Integrating mental health resources, regulation training, and emotional regulation workshops into teacher education programs could provide long-term benefits for both teachers and students, ultimately contributing to a healthier and more effective education system.

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