



Psychological Well-Being among Student Teachers: Examining the Role of Academic Motivation, Emotions, Burnout, Stress and Resilience

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Abstract: *Psychological well-being has emerged as a significant area of concern in teacher education, particularly among student teachers preparing for professional responsibilities in educational institutions. Student teachers enrolled in Bachelor of Education (B.Ed.) and Master of Education (M.Ed.) programmes often experience multiple academic, emotional, and professional demands that influence their psychological well-being. This conceptual paper examines the role of academic motivation, emotions, burnout, stress, and resilience in shaping the psychological well-being of student teachers studying in teacher education institutions in Tiruchirappalli District, Tamil Nadu. Academic motivation serves as a driving force for sustained engagement and achievement, while emotional regulation supports healthy interpersonal and intrapersonal functioning. Conversely, prolonged academic pressure may lead to stress and burnout, negatively affecting mental health and academic performance. Resilience functions as a protective factor that enables student teachers to cope with challenges and maintain balance. This paper reviews existing literature, proposes a conceptual framework, and highlights the interrelationship among these variables in the context of teacher education. The study emphasizes the need for institutional support systems, counselling services, and well-being-oriented pedagogical practices to promote the holistic development of future teachers. The findings of this conceptual exploration are expected to contribute to strengthening teacher education programmes and improving the psychological preparedness of student teachers. The paper also recommends institutional interventions for promoting emotional health and sustainable professional development among future teachers.*

Keywords: *Psychological Well-Being, Student Teachers, Academic Motivation, Emotions, Burnout, Stress, Resilience, Teacher Education*

Introduction: Teacher education plays a vital role in preparing competent, emotionally balanced, and socially responsible educators for the future. Student teachers pursuing B.Ed. and M.Ed. programmes are expected to acquire pedagogical knowledge, professional ethics, teaching competencies, and emotional maturity. However, the process of becoming a teacher is often accompanied by academic expectations, institutional responsibilities, practical teaching experiences, and personal adjustments that may affect psychological well-being.

Psychological well-being refers to an individual's ability to function effectively, maintain emotional balance, experience life satisfaction, and develop positive relationships while managing stress and challenges. In the context of teacher education, psychological well-being is essential because emotionally healthy teachers are more likely to become effective educators and positive role models.

Academic motivation significantly influences the learning engagement of student teachers. Motivation enhances commitment, persistence, and goal orientation. Emotions also shape classroom learning experiences, self-perception, and interpersonal relationships. At the same time, excessive academic workload, internship demands, examinations, and career uncertainty may lead to stress and burnout. When unmanaged, these factors negatively affect confidence, productivity, and psychological stability.

Resilience, however, serves as a coping mechanism that helps student teachers recover from setbacks and adapt positively to professional and academic demands. In teacher education institutions of Tiruchirappalli District, understanding these dimensions becomes particularly important to ensure the development of mentally healthy and professionally competent teachers.

This conceptual paper focuses on understanding how academic motivation, emotions, burnout, stress, and resilience influence the psychological well-being of student teachers in B.Ed. and M.Ed. programmes.

In the contemporary educational landscape, psychological well-being has become an essential dimension of teacher preparation and professional development. Student teachers, particularly those pursuing B.Ed. and M.Ed. programmes, represent the future teaching workforce and are expected to demonstrate not only academic competence but also emotional stability, resilience, and professional commitment. The effectiveness of future classrooms largely depends on the psychological preparedness of these student teachers during their training period.

Teacher education institutions serve as the foundation for shaping competent educators who can respond effectively to the diverse academic, emotional, and social needs of learners. However, student teachers often encounter multiple pressures such as academic workload, lesson planning, teaching practice, classroom observation, peer competition, project submissions, examinations, and concerns regarding future employment. These experiences may create emotional strain and significantly influence their psychological well-being.

Psychological well-being is not merely the absence of stress or emotional disturbance; it reflects a positive state of mental functioning that includes self-confidence, emotional balance, purpose in life, positive relationships, self-acceptance, and the ability to cope with challenges effectively. In teacher education, this well-being becomes especially important because emotionally healthy teachers are better able to manage classrooms, support learners, and contribute positively to the educational environment.

Academic motivation plays a significant role in sustaining student teachers' interest and commitment toward learning and professional growth. Highly motivated student teachers are more likely to engage actively in teaching practice, participate confidently in academic tasks, and maintain a positive outlook toward their teaching career. Motivation strengthens persistence and helps them overcome educational challenges.

Emotions also strongly influence the teaching-learning process. Positive emotions such as confidence, enthusiasm, hope, and satisfaction enhance teaching readiness and classroom interaction, whereas negative emotions such as anxiety, frustration, fear, and self-doubt may weaken academic performance and professional confidence. Emotional regulation is therefore a crucial component of psychological well-being among student teachers.

At the same time, prolonged exposure to academic pressure can result in stress and burnout. Stress arises when student teachers perceive academic and professional demands as exceeding their coping capacity. If such stress continues over time, it may lead to burnout characterized by emotional exhaustion, reduced motivation, and decreased personal accomplishment. Burnout can negatively affect both academic achievement and long-term teaching commitment.

Resilience functions as a protective mechanism that enables student teachers to recover from setbacks and adapt positively to difficult situations. It strengthens coping ability, emotional stability, and problem-solving

skills. Resilient student teachers are better equipped to manage institutional challenges and sustain their psychological well-being despite professional pressures.

In the context of Tiruchirappalli District, Tamil Nadu, where several teacher education institutions prepare future educators, understanding these interconnected variables becomes highly relevant. Promoting psychological well-being among student teachers is not only important for individual success but also for strengthening the overall quality of teacher education and educational outcomes in society.

This conceptual paper therefore attempts to examine the role of academic motivation, emotions, burnout, stress, and resilience in shaping the psychological well-being of student teachers and highlights the need for institutional strategies that support holistic teacher development.

Review of Literature

Emotional Factors and Psychological Well-Being of Trainee Teachers (2024): *Frontiers in Psychology* published a study titled “*Emotional Factors and Self-Efficacy in the Psychological Well-Being of Trainee Teachers*” (2024), which examined the relationship between emotional intelligence, stress, resilience, burnout, self-efficacy, and psychological well-being among 338 higher education students pursuing teacher education. The study found that emotional intelligence and self-efficacy were strong positive predictors of psychological well-being, while stress and burnout showed significant negative effects. Resilience acted as a supportive factor in maintaining emotional balance. The findings strongly support the importance of emotional regulation and resilience in teacher preparation programmes.

2. Structural Model of Emotional Factors in Future Teachers (2025): A 2025 study published in MDPI titled “*Emotional Factors in the Psychological Well-Being of Future Teachers: A Structural Model*” analysed emotional intelligence, resilience, stress, and burnout among 338 trainee teachers. The study reported that resilience and emotional intelligence significantly improved psychological well-being, whereas burnout and stress reduced well-being levels. The structural model confirmed that emotional competence is a major predictor of teacher well-being and professional readiness.

3. Teacher Well-Being Meta-Analysis (2024): Zhou, Slep, and Vella-Brodick (2024) conducted a large-scale meta-analysis titled “*Factors Associated with Teacher Wellbeing*” published in *Educational Psychology Review*. The study reviewed multiple research findings and concluded that self-efficacy, resilience, emotional support, and positive institutional climate were strong positive predictors of teacher well-being, while burnout, emotional exhaustion, and workload pressure were major negative predictors. The study emphasized that teacher well-being directly affects teaching quality, retention, and student outcomes.

4. Early Career Teachers and Burnout (2025): A study published in *BMC Psychology* titled “*Early Career Teachers’ Social and Emotional Competencies, Self-Efficacy and Burnout*” (2025) found that teachers with stronger social-emotional competencies and higher self-efficacy experienced lower burnout levels. The study highlighted that emotional competence acts as a preventive factor against professional stress and burnout, particularly during the early stages of teaching careers. This finding is highly relevant for student teachers preparing to enter the profession.

5. Student Teachers’ Stress and Dropout Intention (2025): A 2025 study in *Education Sciences* examined perceived stress, resilience, and engagement among student teachers using the Study Demands–Resources Model. The researchers found that high perceived stress increased dropout intentions, whereas resilience and institutional support reduced stress and improved engagement. The study recommended stronger mentoring systems and emotional support mechanisms in teacher education institutions.

6. Internship Stress and Emotional Exhaustion (2025): A study published in *Frontiers in Education* titled “*Internship Resources, Emotional Exhaustion and Career Motivation in Student Teachers*” (2025) found

that teaching internships significantly influenced emotional well-being and career motivation. Reflection, mentoring support, transparency, and self-efficacy indirectly reduced emotional exhaustion and improved professional motivation. The study showed that institutional support during internships plays a major role in preventing burnout among student teachers.

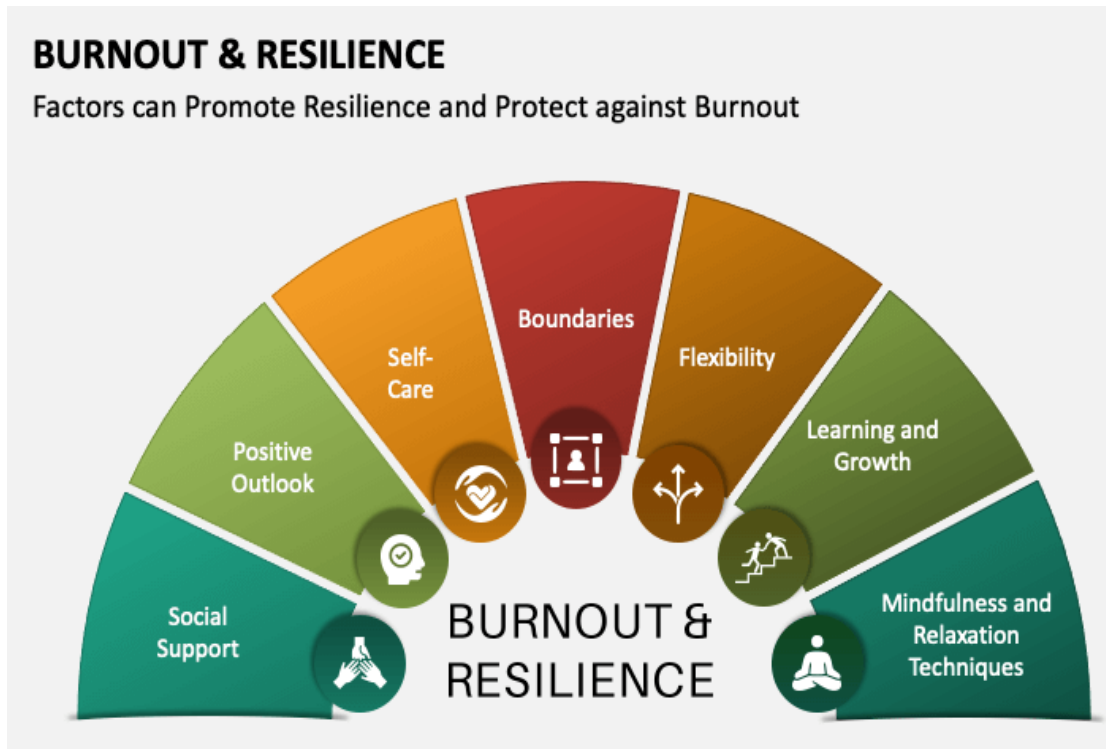


Fig: 1.1. Factors promoting Burnout and Resilience

Objectives of the Study

1. To examine the concept of psychological well-being among student teachers in teacher education institutions.
2. To analyse the influence of academic motivation on the psychological well-being of B.Ed. and M.Ed. student teachers.
3. To study the role of emotions in shaping psychological well-being among student teachers.
4. To understand the impact of burnout and stress on the mental health of student teachers.
5. To explore resilience as a protective factor in maintaining psychological well-being.
6. To propose a conceptual framework connecting academic motivation, emotions, burnout, stress, and resilience with psychological well-being.

Hypotheses

Null Hypotheses

1. There is no significant relationship between academic motivation and psychological well-being among student teachers.
2. There is no significant relationship between emotions and psychological well-being among student teachers.

3. There is no significant relationship between burnout and psychological well-being among student teachers.
4. There is no significant relationship between stress and psychological well-being among student teachers.
5. There is no significant relationship between resilience and psychological well-being among student teachers.

Alternative Hypotheses

1. Academic motivation significantly influences psychological well-being among student teachers.
2. Emotions significantly influence psychological well-being among student teachers.
3. Burnout significantly affects psychological well-being among student teachers.
4. Stress significantly affects psychological well-being among student teachers.
5. Resilience significantly contributes to psychological well-being among student teachers.

Methodology

Research Design: The present study adopts a conceptual research design supported by extensive review of literature and theoretical analysis. It aims to understand the relationship between psychological well-being and its associated factors among student teachers.

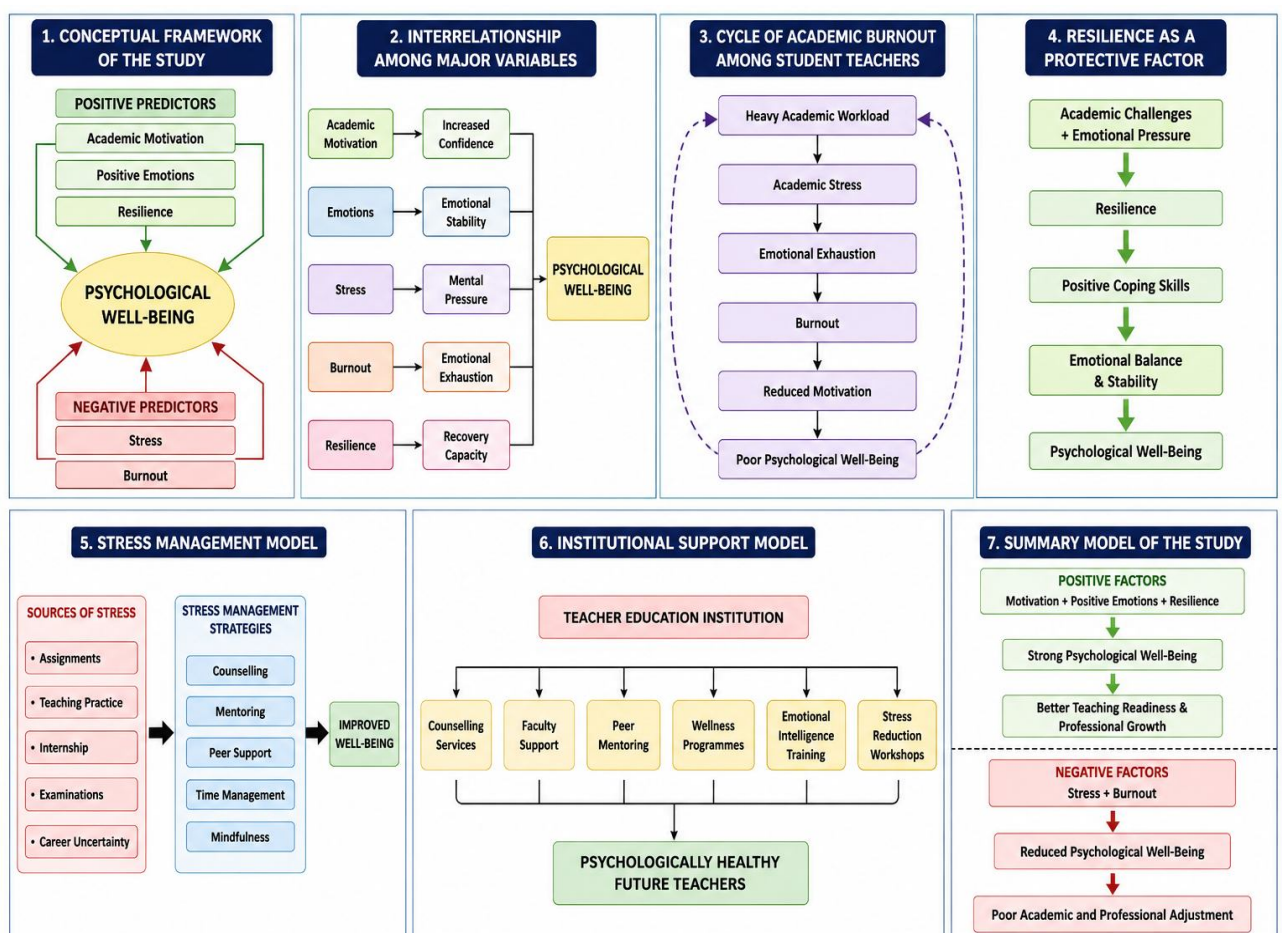


Fig: 1.2. Conceptual Framework of Psychological Well-Being among Student Teachers

Area of the Study: The study focuses on teacher education institutions located in Tiruchirappalli District, Tamil Nadu.

Population: The population includes student teachers enrolled in B.Ed. and M.Ed. programmes in colleges of education in Tiruchirappalli District.

Sample: For future empirical extension, a representative sample of student teachers from selected colleges of education may be chosen using stratified random sampling.

Variables of the Study

Dependent Variable:

- Psychological Well-Being

Independent Variables:

- Academic Motivation
- Emotions
- Burnout
- Stress
- Resilience

Data Collection: The conceptual paper is based on secondary data collected from books, peer-reviewed journals, dissertations, conference proceedings, and official educational reports.

Interpretation: Academic motivation and positive emotional regulation enhance psychological well-being. Burnout and stress negatively influence mental health and professional readiness. Resilience acts as a moderating and protective factor that helps student teachers maintain balance and overcome academic and emotional challenges.

Psychological Well-Being and Academic Burnout: Psychological well-being and academic burnout are closely interconnected aspects of student teachers' educational experiences. In teacher education institutions, particularly among B.Ed. and M.Ed. student teachers, academic responsibilities such as lesson planning, assignments, teaching practice, internship work, seminars, project submissions, examinations, and classroom observations create continuous mental and emotional demands. These pressures significantly influence psychological well-being and may lead to academic burnout if not managed effectively.

Psychological well-being refers to an individual's positive mental state characterized by emotional stability, self-acceptance, purpose in life, personal growth, autonomy, and the ability to maintain healthy relationships and cope with daily challenges. Student teachers with strong psychological well-being demonstrate better confidence, teaching readiness, classroom management skills, and professional commitment. They are more capable of handling academic challenges with optimism and emotional balance.

Academic burnout, on the other hand, is a condition of emotional exhaustion, mental fatigue, reduced motivation, and feelings of academic inefficiency caused by prolonged academic stress. It occurs when student teachers continuously face heavy workloads and perceive that their personal coping resources are insufficient to meet academic expectations. Burnout often results in decreased concentration, reduced enthusiasm for teaching practice, low academic performance, frustration, and withdrawal from professional responsibilities.

The relationship between psychological well-being and academic burnout is generally inverse. Higher levels of burnout lead to lower psychological well-being, while stronger psychological well-being helps reduce the risk of burnout. Student teachers who experience positive emotions, self-confidence, academic motivation, and resilience are better able to manage stress and avoid emotional exhaustion. In contrast, those facing constant pressure without adequate support often experience anxiety, frustration, and loss of professional interest.

Stress acts as a major contributing factor between these two variables. Continuous academic stress without emotional regulation gradually transforms into burnout, which directly weakens psychological well-being. Burnout not only affects academic performance but also influences future teaching effectiveness, professional satisfaction, and long-term commitment to the teaching profession.

Resilience serves as an important protective factor in this relationship. Resilient student teachers are able to recover from setbacks, adapt to challenges, and maintain emotional strength during difficult situations. Institutional support such as counselling services, mentorship programmes, peer support groups, and stress management workshops can further help reduce burnout and strengthen psychological well-being.

Therefore, teacher education institutions must recognize that psychological well-being is essential for preventing academic burnout and preparing emotionally healthy, professionally competent future teachers. Supporting student teachers' mental health contributes directly to the quality of teacher education and the development of effective educators for society.

Findings and Discussion: The conceptual analysis reveals that psychological well-being among student teachers is shaped by a dynamic interaction of academic, emotional, and personal factors within teacher education institutions. Student teachers enrolled in B.Ed. and M.Ed. programmes in Tiruchirappalli District experience academic demands such as lesson planning, teaching practice, assignments, seminars, project work, examinations, and internship responsibilities. These demands significantly influence their mental health, emotional stability, and professional confidence.

Academic motivation emerges as one of the strongest positive contributors to psychological well-being. Student teachers who possess intrinsic motivation demonstrate stronger commitment to learning, higher classroom participation, better teaching readiness, and greater satisfaction with their professional preparation. Motivation encourages persistence even during challenging academic phases and helps student teachers develop a positive professional identity.

Emotions also play a central role in shaping psychological well-being. Positive emotions such as confidence, enthusiasm, hope, and self-belief improve engagement and teaching performance. On the other hand, negative emotions such as anxiety, frustration, fear of failure, and emotional exhaustion reduce concentration and self-efficacy. Emotional imbalance often affects teaching practice sessions and peer interactions, creating additional psychological pressure.

Stress is identified as a major challenge among student teachers. Sources of stress include academic deadlines, classroom observation, microteaching sessions, teaching internships, faculty expectations, and uncertainty regarding future employment opportunities. Continuous exposure to such stress without adequate coping strategies may result in psychological fatigue, reduced academic performance, and decreased life satisfaction.

Burnout is closely associated with prolonged stress and excessive academic workload. Student teachers facing repeated pressure often experience emotional exhaustion, reduced enthusiasm, lack of interest in academic tasks, and feelings of inadequacy. Burnout negatively affects both academic achievement and professional readiness, making it difficult for future teachers to sustain motivation and emotional balance.

Resilience functions as a significant protective factor in maintaining psychological well-being. Resilient student teachers are better able to manage setbacks, adapt to institutional demands, and maintain emotional stability during stressful situations. Resilience supports optimism, problem-solving ability, and confidence, enabling student teachers to recover from academic disappointments and continue progressing toward professional goals.

The discussion further indicates that resilience not only directly contributes to psychological well-being but also moderates the negative effects of stress and burnout. Student teachers with strong resilience demonstrate better coping behaviour and healthier emotional regulation compared to those with low resilience.

Teacher education institutions in Tiruchirappalli District therefore have a critical responsibility in promoting psychological well-being through institutional support systems. Counselling services, mentorship programmes, stress management workshops, emotional intelligence training, peer support groups, and wellness-oriented pedagogical practices can significantly improve the mental health of student teachers.

Faculty members also play an important role by creating supportive academic environments that encourage open communication, reduce unnecessary academic pressure, and strengthen student confidence. Institutional attention to psychological well-being should be viewed not as an additional service but as an essential component of quality teacher education.

The findings suggest that psychological well-being should be treated as a foundational requirement for preparing competent, compassionate, and professionally effective teachers. Strengthening student teachers' mental health during the training period will positively influence future classroom effectiveness, teacher retention, and the overall quality of education.

Educational Implications of the study: The present conceptual paper carries significant educational implications for teacher education institutions, teacher educators, educational administrators, counsellors, and policy makers. Psychological well-being among student teachers should be recognized as an essential component of teacher preparation because emotionally healthy teachers contribute positively to classroom learning, student engagement, and institutional development.

1. Psychological well-being should be recognized as an essential component of teacher preparation, as emotionally healthy student teachers contribute positively to classroom learning, student engagement, and institutional development.
2. Teacher education institutions should create supportive academic environments that promote emotional stability, professional confidence, and mental well-being among student teachers.
3. Academic activities should focus not only on examination performance and teaching competencies but also on emotional development, stress management, and resilience building.
4. Well-being-oriented practices should be integrated into the teacher education curriculum to support the holistic development of future teachers.
5. Counselling and psychological support services should be strengthened in colleges of education through professional counselling centres, mentorship programmes, peer-support systems, and wellness committees.
6. Early identification of stress and burnout symptoms among student teachers can help prevent long-term psychological exhaustion and improve academic adjustment.
7. Teacher educators should adopt empathetic teaching approaches, maintain healthy teacher-student relationships, and create emotionally safe learning environments.

8. Constructive feedback, motivational support, and positive classroom interactions can significantly enhance student teachers' confidence and emotional balance.
9. Resilience-building interventions such as workshops on emotional intelligence, mindfulness, coping strategies, yoga, meditation, time management, and stress reduction techniques should be encouraged.
10. Such resilience-building programmes can improve self-regulation, optimism, adaptive coping behaviour, and professional commitment among student teachers.
11. Academic workload and institutional expectations should be managed carefully to reduce unnecessary stress and academic burnout.
12. Flexible academic planning, balanced internship schedules, and student-friendly evaluation practices can support healthier learning experiences.
13. Psychological well-being should be incorporated into educational policy and teacher training reforms as a key dimension of quality teacher education.
14. Educational authorities and curriculum planners should integrate life skills education, socio-emotional learning, and mental health awareness into teacher preparation programmes.
15. Promoting psychological well-being among student teachers will improve individual mental health, academic performance, classroom effectiveness, teacher retention, professional ethics, and the overall quality of education in society.

Finally, promoting psychological well-being among student teachers will not only improve individual mental health and academic performance but also strengthen future classroom effectiveness, teacher retention, professional ethics, and the overall quality of education in society.

Conclusion: Psychological well-being is a fundamental aspect of teacher education, as it directly influences the professional readiness, emotional stability, and teaching effectiveness of student teachers. This conceptual paper highlights that academic motivation, positive emotions, and resilience serve as strong positive contributors to psychological well-being, while stress and burnout act as significant negative influences. Student teachers in B.Ed. and M.Ed. programmes often face academic pressures, teaching practice demands, and career-related uncertainties that may affect their mental health and professional confidence.

The study emphasizes that resilience functions as an important protective factor that helps student teachers cope with challenges and maintain emotional balance. Teacher education institutions therefore have a crucial responsibility to provide supportive academic environments, counselling services, mentorship programmes, and well-being-oriented practices that strengthen psychological health. Promoting psychological well-being among student teachers not only improves individual success but also contributes to the development of competent, compassionate, and emotionally healthy future educators who can positively influence the quality of education in society.

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