

Psychological well-being and in-service training performance of teacher education students in Divine Word College of San Jose

Balino, Alfredo S.✉

Divine Word College of San Jose, Philippines (balinoalfredo@myyahoo.com)

Flores, Jonna Mae L.

Estalilla, Srdjene Gwyneth M.

Jaranilla, Cherry Ann B.

Ramos, Kristine Paula M.

Maxino, Dexter S.

Galay-Limos, Jenny A.



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Abstract

This study examined the influence of psychological well-being on the performance of 34 in-service training students enrolled in Divine Word College of San Jose. The study focused on various factors that contribute to academic success and professional readiness, particularly how motivation, achievement, and learning abilities affect the capabilities of in-service trainees during their deployment on various campuses in San Jose. By advocating for supportive educational frameworks and providing mental health resources, the study aims to facilitate the holistic development of future educators. Ultimately, this study is expected to help enhance in-service trainees' academic and professional success, emphasizing the critical association between mental well-being and effective teaching practice. The findings reveal that the respondents demonstrated a high level of psychological well-being regarding personal growth, suggesting that the teacher education program significantly contributes to their holistic development. The students' beliefs and practices regarding their learning abilities show that filtering online information is essential for effective studying. In addition, there is a significant relationship between psychological well-being and the in-service training performance of teacher education students at Divine Word College of San Jose. It was discovered that students' psychological well-being, specifically their feeling of life purpose and performance during in-service training, is positively correlated. The results show that students with a strong sense of purpose exhibit greater motivation, achievement, and learning capacities during their in-service training. This study recommends that educational institutions foster supportive learning environments that enhance students' psychological well-being. The recommendation includes resolving student concerns, encouraging personal development, and cultivating wholesome connections.

Keywords: psychological well-being, in-service trainees, emotion regulation

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1. Introduction

Most notably, there has been research on the impact of activities on students who aspire to become teachers in the future (Ebadijalal & Moradkhani, 2022). Several recent studies have been undertaken on the relationship between an individual's well-being and performance (Guerci et al., 2019). Furthermore, much research has been done to determine how teachers' jobs affect their mental health and general well-being. Success in one's teaching career, interpersonal relationships, and contentment are all necessary for psychological well-being (Twenge & Martin, 2020). It is associated with emotional intelligence and sentiments of happiness, joy, subjective well-being, or general life satisfaction as perceived by teachers individually.

Key factors that impact the psychological well-being of student-teachers include the assessment of their experienced well-being, their motivation, and their capacity to recognize and manage sources of stress and burnout in their work environment. Emotional intelligence can be an effective coping strategy by providing insights into their well-being (Luna et al., 2021). It involves perceiving, assimilating, understanding, and regulating emotions in the work environment. This is crucial for student-teachers to manage stress and prevent burnout effectively. There has been a long-standing and heated discussion about emotional intelligence's impact on forming effective strategic decisions in entities (Shafait et al., 2021). The researchers are committed to unraveling the delicate interaction between these two captivating and sophisticated subjects in their investigation. The relationship has become more relevant, especially in higher education, due to recent changes in the educational landscape (Sukmayadi & Yahya, 2020). College students face numerous hurdles in their transition to adulthood, which can substantially impact their mental health and, consequently, their academic and career success (Culatta & Clay-Warner, 2021). Psychological well-being extends beyond the absence of mental health problems. Comprehending the complex interplay of forces necessitates a comprehensive and versatile approach. It includes an individual's general emotional well-being, level of life contentment, sense of meaning, and capacity to cope with stress (Ekşi et al., 2020). The cognitive and motivational processes critical to learning and performance are greatly influenced by the intricate interaction of emotional resilience, individual autonomy, and the ability to build meaningful relationships (Danesh & Shahnaazari, 2020).

Students' mental health can be negatively impacted by the academic pressure to achieve and the social and financial stressors associated with college life. Entering higher education typically entails increased accountability and managing academic obligations alongside personal growth and social assimilation (Thompson et al., 2021). These problems can result in heightened levels of anxiety, despair, and stress among students — variables that are recognized to harm focus, memory, decision-making, and, ultimately, academic achievement (AlShorman et al., 2020). Furthermore, the emergence of digital learning platforms and social media has brought about novel aspects in how students engage with their academic surroundings and communicate (Liu et al., 2020). Although these platforms can provide greater access to educational materials and supportive groups, they can also create stress due to frequent comparisons with classmates and overwhelming amounts of information. These pressures can negatively impact students' mental well-being and ability to concentrate (Yu & Chae, 2020).

The importance of psychological well-being goes beyond just academic achievement and encompasses a broader range of personal and professional growth. Students' academic performance and personal development are positively influenced by a high feeling of contentment, which improves their capacity to analyze and think innovatively about their studies (Morales-Rodríguez et al., 2020). It also helps them develop resilience when confronted with academic and personal difficulties and facilitates forming meaningful connections and professional networks. It enhances a deeper involvement in the learning process, promoting active involvement, perseverance in the face of challenges, and a readiness to take chances and explore novel concepts (Heilporn et

al., 2021). Considering these factors, it is not unexpected that there has been a renewed interest in comprehending how educational institutions may enhance the psychological well-being of their pupils. This entails analyzing the influence of campus culture, the accessibility of mental health resources, teaching methods, and the physical learning environment in promoting a nurturing and inclusive educational experience. In essence, the academic achievement of college students can no longer be judged through the narrow prism of intellectual aptitude alone (Páez-Gallego et al., 2020). Students' psychological well-being influences their learning experiences and ultimately determines their outcomes. Therefore, adopting a comprehensive strategy encompassing student life's cognitive, emotional, and social aspects is crucial. To improve students' academic performance and overall growth, we may integrate mental health assistance into educational institutions and cultivate educational settings that are more inclusive, sympathetic, and effective (Fenton et al., 2018). This method provides students with the necessary tools to develop resilience and emotional intelligence for success in their personal and professional pursuits. In this study, researchers want to identify how psychological well-being affects various performance metrics in teacher education programs. In addition, performance may include academic achievement, teaching skills, classroom management, and readiness for the teaching profession. For instance, students under heavy stress might fail to perform well academically, thus impacting their academic performance. Moreover, there is a need to evaluate the collegian's well-being to assess their classroom preparedness. Furthermore, researchers need to consider whether those with higher psychological well-being are more likely to perform better on tasks due to enhanced focus, persistence, and ability to engage effectively with the learning content against the latter.

Statement of the Problem - This study aimed to determine the effect of psychological well-being on the in-service training performance of teacher education students in Divine Word College of San Jose during the SY 2024-2025. Specifically, the research questions to be answered by this study are as follows: (1) What is the extent of psychological well-being of teacher education students in Divine Word College of San Jose in terms of personal growth, relations with others, and purpose in life? (2) What is the level of in-service training performance of teacher education students in Divine Word College of San Jose in terms of motivation, achievement, and learning abilities? (3) Is there a significant relationship between the psychological well-being and in-service training performance of teacher education students in Divine Word College of San Jose?

Significance of the Study - The insights gained from this research may benefit students, educators, institutional administrators, and the broader academic community, enhancing educational practices and students' well-being. In addition, this research will help students understand the importance of maintaining good psychological well-being and its impact on academic performance. Furthermore, students can be better informed about the importance of mental health by identifying the extent to which factors such as stress and pressure affect their academic outcomes. This awareness can empower students to seek appropriate support services, engage in healthy coping strategies, and adopt a balanced lifestyle, ultimately improving their academic success and overall quality of life. The results of this study will provide valuable information for educators and mentors who play a critical role in students' educational and personal development. Understanding the connection between mental health and academic success will enable educators to develop more powerful training techniques and support systems. They can create a conference room environment that promotes emotional health, incorporate stress management strategies into their training, and proactively address student concerns about intellectual giftedness. This supportive technique can improve students' overall performance and retention rates. For Divine Word College in San Jose, the study results will be critical for evaluating and improving existing support systems and wellness programs.

By understanding the specific psychological challenges teacher education students face, the institution can develop specific interventions to promote mental wellness. This could include expanding counseling services, implementing regular mental health screenings, hosting stress management workshops, and fostering a more inclusive and supportive campus culture. These improvements may improve students' satisfaction, academic success, and the university's reputation. The study on the psychological well-being effects on teacher education students' academic performance at Divine Word College of San Jose has important implications for future

researchers. The findings from this research may serve as a valuable resource to expand knowledge and guide future research in psychology, education, and student well-being. This study provides a basic understanding of the relationship between psychological well-being and academic performance. In addition, future researchers may build on these findings to examine more specific aspects of this relationship, such as the mechanisms through which psychological well-being influences academic outcomes and the long-term impact of well-being on career success and personal development. Lastly, this research may help parents understand the connection between their children's mental health and academic success in teacher education programs. Understanding this relationship enables parents to actively support their children by providing resources, adapting strategies, and collaborating with educators and schools to ensure they receive thorough support.

Scope and Delimitation of the Study - The study was limited to students, especially in-service training students who enrolled at Divine Word College of San Jose. The study focused solely on fourth-year Bachelor of Science in Elementary Education and Bachelor of Secondary Education majors in the Science Department, regardless of gender. The study only assessed the performance of teacher education students. It was cognizant of the sub-variables affecting the psychological well-being of teacher education students specifically: personal growth, relations with others, purpose in life, motivation, achievement, and learning abilities. This study was conducted from June 2024 to March 2025. The study covered their perspective analysis on the given situations in a survey that was reinforced with the 4-Likert Scale to preserve its functionality for the study. While the focus of the study delves into specific aspects of psychological well-being (personal growth, relations with others, purpose in life, motivation, achievement, and learning abilities), it excludes other potentially relevant factors. These relevant factors could include stress levels, anxiety, self-efficacy, resilience, or the impact of specific academic or personal challenges; this narrow focus may provide an incomplete picture of the in-service trainees' overall psychological well-being. Furthermore, the study on in-service training students enrolled at Divine Word College of San Jose significantly limits the broadness of the findings. The experiences and perspectives of the in-service trainees might not represent all teacher education students in other institutions or regions or those in their respective pre-service programs.

2. Methodology

Research Design - In this study, researchers employed a descriptive-correlational approach to determine the extent to which psychological well-being affects the performance of in-service training teacher education students at Divine Word College of San Jose, enrolled for the academic year 2024-2025. Furthermore, a correlational design was used to investigate whether a significant relationship exists between psychological well-being and the in-service training performance of these students.

Respondents of the Study - The study's respondents were all BEED and BSED in-service trainees. Researchers prioritized exploring the impact on the psychological well-being of BEED and BSED in-service trainees based on their academic performance by measuring their personal growth, relations with others, purpose in life, motivation, achievement, and learning abilities. Thirty-four out of 41 respondents answered the questionnaire sent via Google Forms.

Research Instrument - The main instrument in this study is a researcher-made questionnaire. The researchers aim to identify the psychological well-being and in-service training performance of teacher education students in Divine Word College of San Jose using a Likert scale in the questionnaire to get detailed information. The researchers used expert validity to determine the validity and reliability of the researcher-made instrument. This consists of the experts in the field of research from Divine Word College of San Jose. The researchers followed comments and suggestions to finalize the researcher-made instrument.

Data Gathering Procedure - To collect the necessary data, the research team sought consent and authorization from the dean of the college department at Divine Word College of San Jose, as well as from the adviser of the teacher education department. After receiving approvals, the research team handed out survey

questionnaires via Google Forms to the selected teacher education students at Divine Word College of San Jose. Respondents were given three days to finish answering the survey. The insights gathered from the study directly contributed to the evaluation of the effectiveness of the current curriculum and understanding students' perception of teaching methodologies, which improved the overall quality of the teacher education programs in Divine Word College of San Jose.

Statistical Treatment of the Data - To treat the data, the researchers used Pearson's r correlation and regression analysis to determine the extent of the psychological well-being of in-service teacher education students at Divine Word College of San Jose in terms of personal growth, relations with others, and purpose in life and the level of performance of teacher education students at Divine Word College of San Jose in terms of motivation, achievement, and learning abilities.

Ethical Considerations - To ensure adherence to ethical research standards, the researchers sought and obtained formal approval from the Office of the Dean of the College. Furthermore, each respondent was provided with a comprehensive explanation of the study's purpose and procedures. Before participation, informed verbal consent was then explicitly obtained. Participants were informed that their participation was entirely voluntary and that they had the right to withdraw at any time without consequence. To guarantee confidentiality, respondents were assured that all data collected via Google Forms would be anonymized and used exclusively for educational research. All data was stored securely, and access was limited to the research team. The researchers gratefully acknowledge the authors and sources of the studies and literature used as references for this research. Citations were formatted correctly per the APA style, demonstrating the researchers' respect for intellectual property and dedication to academic honesty.

3. Results and Discussions

Table 1

Mean Extent of psychological well-being in terms of personal growth, relations with others, and purpose in life of teacher education students in Divine Word College of San Jose

INDICATORS (Personal Growth)	Weighted Mean	Interpretation
1. I regularly seek out new experiences and challenges to expand my knowledge and skills	3.50	High Extent
2. I feel confident in my ability to set and achieve personal goals.	3.35	High Extent
3. The school contributes significantly to my holistic development.	3.56	High Extent
4. I am comfortable I am comfortable with stepping outside of my comfort zone to learn and grow.	3.41	High Extent
5. I actively seek ways to grow and improve as a student.	3.62	High Level
6. I feel that my experiences in the teacher education program help me become a better person overall.	3.62	High Extent
7. I often take time to think about how I can grow personally to make the most of my learning journey.	3.53	High Extent
8. Setting personal goals motivates me to strive for success in my studies.	3.62	High Extent
9. Having a growth mindset helps me tackle challenges in my coursework.	3.41	High Extent
10. My peers play a significant role in my holistic development.	3.41	High Extent
COMPOSITE MEAN	3.50	High Extent
INDICATORS (Relations with others)		
1. I have supportive friendships with my classmates that help me succeed academically.	3.59	High Extent
2. Talking with my professors makes my learning experience more enjoyable and productive.	3.53	High Extent
3. Working together with classmates on projects helps me understand the material better.	3.26	High Extent
4. I feel comfortable asking my peers for help when I'm struggling with something.	3.15	Moderate Extent
5. Having positive relationships in my program creates a welcoming atmosphere that encourages learning.	3.38	High Extent
6. I sometimes find it challenging to connect with my colleagues.	2.85	Moderate Extent
7. It is hard for me to look directly into someone's eyes when talking to them.	2.91	Moderate Extent
8. I find it challenging to maintain long-term healthy relationships.	2.76	Moderate Extent
9. I feel shy talking to someone, even though I have known them for a long time.	3.41	High Extent

10. I feel much more confident when my peers acknowledge my efforts.	3.41	High Extent
Composite Mean	3.23	Moderate Extent
INDICATORS (Purpose in Life)		
1. I have a clear understanding of my values and what truly matters to me.	3.41	High Extent
2. When I feel uncertain about my purpose, my peers help me find direction.	3.15	Moderate Extent
3. I feel a sense of purpose and meaning in my daily life.	3.32	High Extent
4. I often feel inspired and motivated to pursue my goals and aspirations.	3.44	High Extent
5. Knowing what I want to achieve in life inspires me to commit to my studies in the teacher education program.	3.50	High Extent
6. Understanding my career goals helps me stay focused and organized in my studies.	3.50	High Extent
7. I feel that my coursework is meaningful and aligns with what I truly care about.	3.32	High Extent
8. My sense of purpose encourages me to engage actively in my learning community.	3.35	High Extent
9. When I feel sure about my purpose, I find it easier to overcome any academic challenges I face.	3.26	High Extent
10. As an intern teacher, my parents' support helps me stay motivated.	3.59	High Extent
Composite Mean	3.38	High Extent

Legend: 3.25–4.00 High Extent, 2.50–3.24 Moderate, 1.75–2.49 Low, 1.00–1.74 Very Low

Table 1 shows the mean extent of psychological well-being regarding personal growth. The numerical value of the weighted mean above ranges from 3.40 to 3.62, accompanied by a composite mean of 3.50, indicating a high extent. This indicates that a crucial aspect of creating an inclusive educational environment is the personalized support that teachers and peers provide, meeting each student's unique learning demands. Moreover, overcoming challenges imposed by learning barriers implies that, without positive school interactions, students may view themselves as not part of the academic community, leading to disengagement from the academic environment. The findings of this study were reinforced by the study of Darling-Hammond (2019). Thus, it reiterates the role of creating strong ties among peers and educators to mitigate the greater risk of feeling isolated. This is also comparable to the study of Siraj et al. (2021), which found that, despite adolescents' inclination towards independence and peer interaction, the role of educators remains crucial, guiding them through their developmental and educational journey into the bargain. Consequently, teachers are responsible for understanding their students' diverse needs and potentials, an endeavor best achieved through empathetic engagement, as Zhang (2022) proposes.

Overall, the data presented in Table 1 highlight the importance of challenging oneself through interactive socialization among peers and constituents. Moreover, in terms of relations with others, the numerical value of the weighted mean ranges from 3.41 to 3.59, accompanied by a composite mean of 3.23, indicating that psychological well-being, particularly the variable relations with others, has a moderate extent on the in-service training performance of teacher education students in Divine Word College of San Jose. Supportive connections fostered a sense of belonging and facilitated their ability to navigate the challenges of their training and future profession, as supported by the highest mean extent indicator (3.59) stating that, "I have supportive friendships with my classmates that help me succeed academically," suggesting that positive relationships and social interactions among peers and professors played a crucial role in their overall well-being and academic performance. The study of Helmreich et al. (2017) supported the study's findings, reiterating the role of supportive relationships in enhancing psychological resilience among teacher education students. This is also supported by the study of Martins (2024), indicating that students who feel supported are more adaptable to stress, showcasing better coping strategies and higher levels of self-efficacy crucial for sustaining performance amidst the academic rigors of teacher education programs. In addition, Cordie et al. (2020) suggest that initiatives such as peer mentoring, collaborative learning projects, and supportive faculty advising can enrich the educational experience, promoting a sense of connectedness and mutual support. Thus, the data presented above in Table 1 and the studies presented can ascertain that all respondents agreed that they have supportive friendships with their classmates that help them succeed academically (3.59).

Moreover, the mean extent of psychological well-being of teacher education students in terms of purpose in life shows an upward trend, resulting in positive numerical data regarding psychological well-being. The numerical value of the weighted mean above ranges from 3.32 to 3.59, accompanied by a composite mean of

3.38, a high extent. This indicates that having a strong sense of purpose in life is crucial for teacher education students to feel supported and included, enabling them to effectively address the diverse needs of their future students and overcome challenges in their academic journey. A clear understanding of their purpose fosters engagement and commitment, preventing disengagement from their educational environment. Findings are supported by another study conducted by Kim et al. (2021), indicating that individuals with a strong sense of purpose tend to exhibit higher levels of psychological well-being, particularly relevant for teacher education students facing academic and professional pressures. In addition, a clear sense of purpose helps mitigate stressors and fosters resilience (Prestin & Nabi, 2020). Moreover, this heightened engagement and resilience contribute to academic success and prepare students for the multifaceted challenges of the teaching profession (Yıldırım & Tanrıverdi, 2021). Thus, the data presented above in Table 3 and the studies presented can ascertain that all respondents agreed that, as an intern teacher, receiving support is important for a learner to stay motivated during their academic journey. It was further supported by the highest mean extent level indicator of 3.59, expressing a verbal description of a high extent level.

Table 2 shows teacher education students' mean level of in-service training performance regarding motivation, achievement, and learning abilities. The numerical values of the weighted means of motivation range from 3.21 to 3.59, with a composite mean of 3.41, a high level. This indicates that motivation has a high level in the in-service training performance of teacher education students. This highlights the significant role motivation plays in a student's engagement, persistence, and overall success in their academic pursuits. Motivation, a multifaceted concept, directs and sustains goal-oriented behavior, proving crucial in academic settings. Understanding student motivation helps explain their behaviors and their impact on learning and performance.

Table 2

Mean Extent of In-Service Training Performance of Teacher Education Students in Divine Word College of San Jose in terms of Motivation, Achievement, and Learning Abilities

INDICATORS (Motivation)	Weighted Mean	Interpretation
1. My psychological well-being motivates me to give my best effort.	3.41	High Extent
2. I find ways to keep myself motivated throughout the semester, even when things get tough.	3.44	High Extent
3. When I feel good mentally, I notice my motivation to learn increases.	3.59	High Extent
4. Feedback from my instructors and classmates really helps boost my motivation to excel.	3.59	High Extent
5. Setting goals for myself helps me stay motivated and engaged in my studies.	3.47	High Extent
6. I feel proud of my accomplishments in the teacher education program.	3.21	Moderate Extent
7. The way I feel mentally has a big impact on what I achieve academically.	3.32	High Extent
8. When I'm mentally well, I perform better on tests and assignments.	3.35	High Extent
9. I take pride in my academic milestones while pursuing my degree.	3.44	High Extent
10. I see a connection between my mental well-being and my success on projects and presentations.	3.35	High Extent
COMPOSITE MEAN	3.41	High Extent
INDICATORS (Achievement)		
1. I take pride in my academic milestones while pursuing my degree.	3.47	High Extent
2. My parents and loved ones acknowledge my endeavors in the teacher education program.	3.26	High Extent
3. I feel proud of my accomplishments in the teacher education program.	3.38	High Extent
4. Other persons' achievements inspire me to do well.	3.38	High Extent
5. The way I feel mentally has a big impact on what I achieve academically.	3.32	High Extent
6. I feel that the amount of rest I'm getting at night impacts my mood for the next day.	3.53	High Extent
7. When I'm mentally well, I perform better on tests and assignments.	3.26	High Extent
8. I see a connection between my mental well-being and my success on projects and presentations.	3.18	High Extent
9. I view others' opinion about my skills as a challenge to improve.	3.24	High Extent
10. My friends and colleagues always push me to perform better than yesterday.	3.56	High Extent
COMPOSITE MEAN	3.35	High Extent

INDICATORS (Learning Abilities)		
1. I learn new ideas more easily when I'm feeling mentally healthy.	3.56	High Extent
2. I usually adapt well to new learning situations when my mental health is good.	3.56	High Extent
3. I can concentrate better on my studies when I'm feeling good mentally.	3.56	High Extent
4. I notice that my thinking and problem-solving skills improve when I focus on my well-being	3.56	High Extent
5. I sometimes forget information easily.	3.56	High Extent
6. I believe that taking rests in-between study sessions are also an essential part of learning efficiently.	3.56	High Extent
7. I believe filtering online information is essential for effective studying.	3.59	High Extent
8. I enjoy using different studying techniques (the Pomodoro Technique, Eat that Frog, Easy wins, etc.) to enhance my learning.	3.38	High Extent
9. It is easy for me to digest information.	3.38	High Extent
10. I believe that taking care of my mental health is essential for doing well in my studies.	3.56	High Extent
COMPOSITE MEAN	3.53	High Extent
Legend: 4.50-5.00 – Very Highly Evident; 3.50-4.49 – Highly Evident; 2.50-3.49 – Moderately Evident; 1.50-2.49 – Least Evident; 1.00-1.49 – Not Evident		

The self-determination theory proposed by Chiu in 2021 supports the findings, which posit that motivation is not a single entity (Ryan & Vansteenkiste, 2023). Intrinsic motivation, driven by curiosity and challenge, correlates with positive learning outcomes, while extrinsic motivation, driven by external rewards, can be associated with less desirable outcomes (Chen et al., 2015). Research also indicates that intrinsic motivation is linked to positive academic outcomes, such as lower stress and better adaptation to university life (Fernández-Espínola et al., 2020). Thus, the data presented in the table and the supporting studies underscore the importance of both intrinsic and extrinsic motivation in a student's academic journey. In addition, the numerical values of the weighted means of achievement range from 3.18 to 3.56, with a composite mean of 3.35. This indicates a high level of achievement in the in-service training performance of teacher education students. This reflects the extent to which this student attained specific educational goals, influenced by a combination of personal factors, including motivation and personality. As the culmination of education, academic achievement signifies the degree to which an individual has reached those goals. Recognizing this achievement necessitates understanding the multifaceted nature of learning, shaped by intelligence, motivation, and personal traits. The findings presented are supported by the understanding that academic achievements signify the culmination of education and learning, reflecting the degree to which an individual has attained specific educational goals (Madigan & Curran, 2020). It is a critical metric that predicts student prospects and reflects the efficacy of the educational process (Sukmayadi & Yahya, 2020). Academic success is highly valued, influencing future career choices and job stability (Camacho-Morles et al., 2021). Therefore, data presenting in-service training teachers' accomplishments reveals that their friends and colleagues consistently motivate them to surpass their previous performance.

Furthermore, learning abilities have weighted means ranging from 3.38 to 3.59, with a composite mean of 3.53, indicating a high level of learning abilities among the teacher education students. The data emphasizes the importance of creating dynamic classroom environments that foster student enthusiasm for learning. The data also highlights the importance of self-directed learning strategies in empowering students to manage their learning experiences. The findings are supported by the focus on crafting dynamic classroom environments in the 21st century to incite genuine enthusiasm for learning among students (Wahab & Iskandar, 2020). Self-directed learning strategies empower students, granting them the autonomy to direct and evaluate their learning experiences (Samed Al-Adwan et al., 2022). Thus, the data presented illustrates the students' beliefs and practices regarding their learning abilities, showing that filtering online information is essential for effective studying. Emphasizing the importance of teaching students critical evaluation skills in navigating the vast online information.

Table 3

Correlation Coefficients and P-values for Psychological Well-being in terms of personal growth, relations with others, and Purpose in Life & Performance of In-Service Training Students in terms of motivation, achievement, and learning abilities

Variables	Correlation Coefficient	Effect Size (r^2)	Critical value	t-value	P-value	Interpretation
Psychological well-being (3 variables) → In-Service Training (3 variables)	0.529	0.280	2.037	3.523	0.001	Highly Significant

Legend: pd: p-value < 0.001 Highly Significant ; p-value < 0.05 Significant

The statistical analysis in Table 3 reveals a highly significant correlation between the combined psychological well-being variables (personal growth, relations with others, and purpose in life) and the combined in-service training performance variables (motivation, achievement, and learning abilities), as indicated by a p-value of 0.001. This value is significantly below the 0.05 threshold, establishing a strong statistical relationship between these composite variables. Therefore, the overall psychological well-being of teacher education students significantly impacts their performance in in-service training across these measured domains. The highly significant p-value of 0.001 underscores the critical role of psychological well-being in enhancing the performance of teacher education students in in-service training. This finding supports the broader understanding that psychological well-being, encompassing personal growth, positive relationships, and a clear sense of purpose, is essential for academic success and professional development. As highlighted in the provided texts, factors such as stress management, emotional control, and problem-solving skills, all influenced by psychological well-being, significantly contribute to better learning strategies and overall performance. Moreover, this statistical significance aligns with the importance of motivation, achievement, and learning abilities, suggesting that students with strong psychological well-being are better equipped to engage in their studies, achieve academic goals, and adapt to the challenges of their educational journey (Ryan & Vansteenkiste, 2023). This is further supported by research indicating that students who feel supported are more adaptable to stress, showcasing better coping strategies and higher levels of self-efficacy, crucial for sustaining performance amidst the academic rigors of teacher education programs (Martins, 2024). Additionally, their mental well-being influences the formation of good relationships with friends and mentors, thus helping them in the learning process, which is critical for their overall development and success (Collie et al., 2020). This unexpected outcome suggests a disagreement between various variables, raising critical questions about the interplay of the ever-changing educational landscape and mental health awareness. The dismissal of the research hypothesis opens the door to a deeper investigation of these intriguing contradictions.

4. Conclusions

Based on the study's outcomes, the researchers infer that the respondents demonstrated a high level of psychological well-being regarding personal growth, indicating that the teacher education program plays a significant role in their holistic development. This growth is further supported by the strong friendships formed among classmates, which participants noted helped them succeed academically. Moreover, it was emphasized that for interns, receiving adequate support is crucial for maintaining motivation throughout their academic journey. Supporting studies highlight the importance of both intrinsic and extrinsic motivation in a student's educational experience. The survey results revealed that mental health significantly affects academic success, with peer encouragement as a motivating factor for improvement. The findings also suggest that students' beliefs and practices about their learning abilities, including the necessity of filtering online information, are vital for effective studying. The interplay between positive relationships and personal growth fosters an environment conducive to psychological well-being and improved academic performance. Teacher education students' academic achievements and learning capabilities are influenced by their motivation, personality traits, and

external support. These elements are essential for enhancing educational practices and promoting student well-being. Thus, interventions that foster psychological well-being, especially instilling a sense of purpose, can significantly enhance students' engagement and success within teacher education programs. This has important implications for future psychology, education, and student well-being research.

Recommendations - The results described above lead to the following suggestions: educational institutions, especially teacher education programs, play a crucial role in promoting students' holistic development by cultivating psychological well-being and establishing constructive learning environments. By prioritizing comprehensive well-being, these programs can foster positive relationships, support personal growth, and strengthen students' sense of purpose. At Divine Word College of San Jose, enhancing support systems and wellness programs is vital for achieving these goals. This could involve expanding access to counseling services, implementing regular mental health screenings, and offering stress management workshops. Such initiatives would address immediate student concerns and create a supportive environment that encourages personal development and builds wholesome peer connections. Furthermore, teacher education programs should implement strategies to help students clarify their professional goals and values, cultivating a strong sense of purpose. This sense of direction is essential for keeping students focused and organized in their studies, ultimately aiding their academic success. Educators must also recognize the diverse needs and potential of their students. Through empathetic engagement and personalized support, they can develop more effective training techniques and support systems that cater to individual learning styles and challenges. Educational institutions can enhance student motivation and resilience by continuing to explore the relationship between mental well-being and academic achievement. Establishing environments facilitating learning and reducing stress is particularly important for in-service trainees adapting to new challenges. Ultimately, the insights gained from this research can empower future educators and help refine strategies that support students' psychological health and performance during their training. Divine Word College of San Jose and similar institutions can contribute significantly to their students' overall well-being and success in teaching. By addressing these interconnected aspects of education, future research may investigate the interplay between psychological well-being and various factors influencing in-service training performance to strengthen these initiatives. Understanding how these dynamics affect long-term career success and personal development is crucial for developing more effective support systems within teacher education.

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