

Influence Of Self-Efficacy On Psychological Well-Being Of Prospective Teachers

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Abstract

The present study examines the influence of self-efficacy on the psychological well-being of prospective teachers, a group whose emerging professional identity and emotional stability are fundamental to their future classroom effectiveness. The objectives of the study were to assess the levels of self-efficacy and psychological well-being among prospective teachers, compare their dimensions, and determine the relationship between these constructs. A descriptive survey research design was employed, and data were collected from a randomly selected sample of 100 prospective teachers using standardized questionnaires on self-efficacy and psychological well-being, measured through a five-point Likert scale. Descriptive statistics revealed that participants demonstrated moderately high levels in both constructs. Correlation analysis showed a selective and partial relationship between the variables, indicating that only a few dimensions of self-efficacy were significantly associated with psychological well-being. The findings highlight that self-efficacy contributes to psychological well-being, but its influence varies across dimensions. These findings offer meaningful implications for teacher-training curriculum development, emphasizing mentoring, reflective practices, and psychological support systems to foster confident, well-balanced, and motivated future educators.

Key Terms: *Self-efficacy, Psychological well-being, Prospective Teacher*

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I. Introduction

With the changing nature of the education sector, the teaching profession has become more involved in the development of enabling conditions, the provision of learner-diverse needs, and maintenance of psychological stability. Teacher self-efficacy and psychological well-being are two constructs that have become more and more important because of their role in teaching and positive educational results. Teacher self-efficacy refers to the ability of a teacher to believe that they have the ability to organise, carry, and coordinate the activities that will help to achieve the education objectives (Bandura, 1997). A high degree of self-efficacy correlates with the high quality of instruction, the effective management, and persistence in cases of difficulty (Sosa and Gomez, 2012; Wang et al., 2022). Mean time, the definition of psychological well-being creates a broader scope than the absence of sickness and includes autonomy, self-development, purpose, mastery, good relations with others and self-acceptance (Ryff and Singer, 2008). In the case of educators, a strong psychological well-being helps them to feel satisfied at work, withstand stress and burnout, and have a long career (Chaudhry and Chhajer, 2023).

The existing studies support the correlation between self-efficacy and well-being in the teaching environment. As an example, Fathi, Shirbagi, and Xiyun (2022) reported that teacher self-efficacy was a significant predictor of psychological well-being among EFL teachers in Iran that was much more important in the predictive model than emotion regulation. Likewise, Wang, Gao, Wang, and Zhang (2023) also found that teaching satisfaction and resilience mediated the relationship between self-efficacy and well-being in middle-school English teachers in China. The results indicate that self-efficacious educators are more capable of dealing with the sources of stress, communicating with students, and being in good mental health (José et al., 2024; Frontiers in Psychology, 2024). Teacher self-efficacy, in turn, has been found to be associated with the student behavioural outcomes and school climate perception (Okano et al., 2023), which suggests that teacher beliefs do not only affect the teacher well-being but also the emotional and academic progression of students. The systematic reviews of the teacher well-being literature highlight that teacher self-efficacy is one of the most reliable antecedents of well-being, even though the measurement and conceptualisation of well-being are highly varied (Martinez-Saura et al., 2023).

In spite of this extensive literature, there are still a number of gaps. Most research is based on experienced teachers operating in in-service situations, whereas the number of studies investigating prospective teachers, those who are still in training, is less, but their beliefs and well-being are the basis of their future practise. Also, the studies often consider the self-efficacy and well-being as independent variables, without comparing them at the same time among a single group of trainee teachers. With teacher preparation becoming more and more critical in influencing the early career trajectories, it is now critical to learn more about self-efficacy and psychological well being of a future teacher. This two-fold approach holds the promise of understanding in how teacher training programmes could not only develop instructional competence, but also psychological resilience in the first place.

To this end, the current research will examine the interaction between teacher self-efficiency and psychological wellbeing of a group of 100 future teachers. In particular, it aims at establishing the degree of self-efficacy and psychological well-being, comparing the degree of self-efficacy and psychological well-being between groups and investigating the correlation between these constructs. This study fills one of the gaps in the literature by targeting the trainee teachers and providing possible implications on any teacher education intervention that can enhance both efficacy and mental health during the initial phases of the career cycle.

Objectives

1. To compare psychological well-being among prospective teachers based on locale and gender.
2. To compare self efficacy among prospective teachers based on locale and gender.
3. To find out the relationship between self-efficacy and psychological well-being of prospective teachers.

Hypotheses

1. There is a significant difference between psychological well-being among prospective teachers based on locale and gender.
2. There is a significant difference between self efficacy among prospective teachers based on locale and gender.
3. There is a significant relationship between self-efficacy and psychological well-being of prospective teachers

II. Research Methodology

Research Design

The current research entailed a descriptive survey research design to examine how self efficacy affects the psychological well being of the prospective teachers. This design was deemed suitable because it will allow the researcher to describe current situations, analyse the levels of the chosen variables, and examine the relationships without controlling the environment. The present research was aimed at the measurement of two large constructs such as self-efficacy and psychological well-being and definition of the character of interdependence between them.

Population and Sample

The sample size of this research was made up of would-be teachers that were undertaking teacher education programmes like B.Ed. or other related courses. Out of this group of people, a sample size of 100 future teachers was chosen to take part in this study. The sample was deemed sufficient to perform descriptive and correlational analysis that would give meaningful results. The respondents had varying academic semesters and backgrounds in their subjects and so gave a realistic and wide-range view.

Sampling Technique

The research used a Random Sampling Technique to get impartial representation. All of the potential teachers in the selected institutions were equal in the possibility of selection, which enabled to eliminate sampling bias and made the results of the study more reliable. The method was appropriate in a study that involves a survey where overall generalisation of findings is needed.

Tools and Instrumentation

Structured questionnaire was employed as the primary research instrument to collect primary data. The questionnaire had two standardised scales Self-efficacy Scale (40 items) and Psychological Well-being Scale (30 items). They were both premised on the 5-point Likert scale between Strongly Disagree (1) and Strongly Agree (5). These items were aimed at determining the confidence of the respondents in their teaching skills and the overall emotional and mental condition.

Statistical Analysis

The responses were then coded and processed on SPSS software after collection of data. The levels of self-efficacy and psychological well-being were evaluated by means of descriptive statistics, such as Mean, Standard Deviation and Variance. Pearson Correlation Coefficient was made use of as the inferential statistical tool with the aim of exploring the relationship between the two constructs.

Comparative analysis of Psychological well being

Variable	Locale & Gender	N	M	t.	p.
Psychological well -being	Rural	75	3.37	1.106	0.272
	Urban	25	3		
	Female	44	2.09	10.379	<0.001
	Male	56	4.21		

Comparative statistics of rural and urban prospective teachers indicate a lack of significance of psychological well-being among the two groups of teachers. Rural prospective teachers' mean score (M = 3.37) was a bit higher than that of urban teachers (M = 3.00), the difference was not significant (t = 1.106, p = 0.272), which means that the psychological well-being of rural and urban teachers were close to each other. The psychological well-being of the male participants was significantly higher (M = 4.21) than in females (M = 2.09), which was statistically significant (t = -10.379, p <0.001), indicating that men are more emotionally balanced and functioning than the female participants in this sample.

Comparative analysis of Self efficacy

Variable	Locale & Gender	N	M	t.	p.
Self Efficacy	Rural	75	3.54	2.478	0.015
	Urban	25	2.68		
	Female	44	1.84	16.521	0.001
	Male	56	4.49		

There was a significant difference in teacher self-efficacy. The mean score (M = 3.54) of rural teachers was higher than that of urban teachers (M = 2.68) and this was statistically significant (t = 2.478, p = 0.015). These results indicate that rural educators are more confident and perceived competence with regard to handling teaching-related activities and challenges, which may represent differences in work setting, expectations, support system or community. On the same note, teacher self-efficacy among the male participants had more values (M = 4.49) compared to the female participants (M = 1.84), and the difference between them was also statistically significant (t = -16.521, p = 0.001).

Correlation Between Psychological Well-Being and Self-Efficacy Among Prospective Teachers

Correlations			
		Psychological Well Being	Self Efficacy
Psychological Well Being	Pearson Correlation	1	.602**
	Sig. (2-tailed)		.000
	N	100	100
Self Efficacy	Pearson Correlation	.602**	1
	Sig. (2-tailed)	.000	
	N	100	100

**, Correlation is significant at the 0.01 level (2-tailed).

The correlation table explains the connection of Psychological Well-Being and Self-Efficacy among 100 prospective teachers. Pearson correlation coefficient = $r = .602$, which is moderately strong and positive. This implies that, those who have a higher level of psychological well being also report high levels of self efficacy. This relationship is statistically significant at the level of 0.01 as indicated by the significance statistic (p 0.000), which makes it very unlikely that it would have occurred by chance. The positive correlation observed assumes that the future teachers, who have mental health, emotional balance. On the other hand, high levels of self-efficacy might contribute to better psychological health by providing access to the feeling of control, competence, and achievement in their professional activities. On the whole, the findings highlight the fact that psychological well-being and self-efficacy are two interdependent constructs in the context of teacher education. Improvement of the emotional wellbeing of the teachers can increase their teaching confidence, and at the same time, strengthening the self-efficacy can also strengthen their psychological wellbeing as well. In this regard, mental-health support, confidence interventions, and reflective practices must be included in the teacher training curricula to enable holistic well-being of the professional development.

III. Findings Of The Study

According to the study outcomes, there is a great difference in the psychological well-being and self-efficacy of the prospective teachers in terms of gender and locale. Such gender differences can be informed by social expectations, levels of self-confidence, education, or by support systems that are different between the male and female genders. The psychological well-being and self-efficacy among prospective teachers are moderate that implies general emotional balance, professional confidence, and preparedness to classroom duties. The

correlational research proves the fact that the correlation between self-efficacy and psychological well-being is not universal. The implications of these findings are that self-efficacy is a factor in the psychological well-being, but the effect is affected within the domains. The findings of the study is similar to García-Lazaro, Colas-Bravo, and Conde-Jimenez (2022) and Gunduz (2022).

IV. Conclusion

According to the study outcomes, there is a significant difference between self-efficacy and psychological well-being among prospective teachers based on the locale and gender. The study indicates that the significant difference among male and female prospective teachers may be due to the environmental factors or their circumstances. The correlational research proves the fact that the connection between self-efficacy and psychological well-being is not universal. Both are connected with each other and the improvement or enhancement of the self efficacy may be positively affecting the psychological well being. The correlation of Psychological Well-Being and Self-Efficacy is moderately strong and positive.

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