

The Impact of the Absence of Mental Health Education on Student Teachers' Well-Being: A Survey Study

Madiha Ghorī¹, Sari Hidayati²

^{1&2} Universitas Negeri Yogyakarta. Yogyakarta, Indonesia.

*Corresponding Author: Madihaa920@gmail.com

Abstract: This study aimed to examine the impact of the absence of mental health education in teacher training programs on student teachers' psychological well-being, preparedness, and professional development. A survey research design was employed to investigate participants' experiences, perceptions, and mental health-related needs during teacher preparation. The findings revealed that 73.3% of participants had not received formal mental health education as part of their teacher training, while 80% believed that its absence had contributed to their mental health struggles. Furthermore, 90% of participants considered mental health education extremely important for teachers, demonstrating strong recognition of its relevance to the teaching profession. In addition, 83.3% believed that integrating mental health education into teacher preparation would improve their teaching practice, while 73.3% reported that its inclusion would encourage them to remain in the teaching profession longer. These findings indicate that the lack of structured mental health education may leave student teachers insufficiently prepared to manage stress, burnout, emotional pressures, and other psychological challenges associated with teaching. This lack of preparation may also affect their confidence, classroom performance, professional satisfaction, and long-term commitment to the profession. Therefore, mental health education should be systematically integrated into teacher preparation curricula rather than treated as an optional component. Such integration can equip future teachers with essential knowledge, coping strategies, emotional awareness, and psychological resilience. Ultimately, strengthening mental health education in teacher training programs can promote student teachers' well-being, enhance teaching effectiveness, support professional retention, and contribute to a more resilient and sustainable teaching workforce.

Keywords: Mental health education; teacher training programs; pre-service teachers.

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INTRODUCTION

Student teachers' mental health and well-being have become an increasingly important concern within teacher education due to the psychological demands associated with preparing for the teaching profession. Teacher preparation programmes require student teachers to balance academic coursework, teaching practicums, classroom observations, lesson planning, and professional expectations, all of which contribute to elevated levels of stress and emotional exhaustion (Braun et al., 2020; Gustems-Carnicer et al., 2019). Previous studies have shown that these challenges often emerge before individuals formally enter the profession, suggesting that supporting mental well-being should begin during teacher preparation rather than after teachers enter the workforce. The transition from student teacher to professional educator is recognised as one of the

most demanding stages of a teaching career (Holzberger et al., 2021; Masters, 2019; Weston et al., 2008).

During this period, pre-service teachers are expected to acquire pedagogical knowledge while simultaneously developing classroom management skills, adapting to diverse learning environments, and meeting institutional expectations. Although teacher education programmes are designed to prepare future educators academically and professionally, they often offer limited opportunities to develop mental health literacy, emotional resilience, and effective coping strategies (Argyriadi et al., 2026; Ji & Kadri, 2025; Sequeira et al., 2022; White, 2020). As a result, many student teachers begin their careers without adequate preparation to manage occupational stress or maintain their psychological well-being. The importance of addressing teacher mental health extends beyond individual well-being. Poor mental health has been associated with burnout, reduced job satisfaction, decreased teaching effectiveness, and early departure from the profession (Kidger et al., 2016; Squires, 2023; Zhou et al., 2024).

Conversely, educational environments that promote mental health awareness and provide appropriate psychological support contribute to healthier teachers who are better equipped to manage workplace challenges and foster positive learning environments. Donaldson et al. (2024); Nishio et al. (2020) further emphasised that integrating mental health education into educational settings strengthens psychological resilience and improves individuals' capacity to recognise and respond to mental health challenges. These findings suggest that mental health education should be regarded as an essential component of teacher preparation rather than an optional addition to the curriculum. The present study is informed by the Job Demands-Resources Theory Bakker et al., (2023), which explains how occupational well-being is influenced by the balance between job demands and available resources.

According to the theory, excessive demands without sufficient personal or organisational resources increase the likelihood of stress, emotional exhaustion, and burnout. Within teacher preparation programmes, academic responsibilities, teaching practice, and professional expectations represent substantial demands placed upon student teachers. When mental health education and institutional support are absent, student teachers possess fewer psychological resources to cope effectively with these demands. From the perspective of the Job Demands-Resources Theory, mental health education functions as a valuable personal resource by enhancing mental health literacy, strengthening coping strategies, and promoting resilience, thereby reducing the negative effects of occupational stress. Although previous research has documented teacher stress, burnout, and well-being, relatively few studies have specifically examined how the absence of mental health education during teacher preparation influences student teachers' well-being.

Existing literature has primarily focused on in-service teachers or interventions implemented after teachers have entered the profession (Kidger et al., 2016; Braun et al., 2020). Consequently, there remains limited empirical evidence regarding student teachers' experiences of mental health education during their initial professional preparation. Understanding these experiences is important because preventive support during teacher education has the potential to improve well-being before occupational stress becomes entrenched. Based on the identified gap in the literature, this study was guided by the following research question: How does the absence of mental health education in teacher preparation programmes influence student teachers' well-being and their perceptions of

professional preparedness? Therefore, this study aimed to examine the impact of the absence of mental health education in teacher preparation programmes on student teachers' well-being.

Specifically, the study investigated participants' experiences with mental health education during their teacher training, their perceptions of its importance, and the perceived effects of its absence on stress, burnout, emotional well-being, and professional preparedness. It also explored participants' understanding of the knowledge and skills needed to recognize and manage mental health challenges within educational settings. By examining these experiences, the study sought to identify gaps in current teacher preparation and understand how the absence of structured mental health education may affect future teachers' readiness to support themselves and their students. The findings are expected to contribute to the growing literature on teacher well-being and provide evidence supporting the integration of structured mental health education into teacher preparation curricula.

METHOD

Research Design

The study employed a survey research design adhering to established methodological guidelines (Ting et al., 2025; Younas & Porr, 2025), selected for its effectiveness in assessing perceptions and attitudes within large populations (Almusaed et al., 2025; Ghaffari et al., 2025; Ponto, 2015). According to Creswell & Creswell (2012), survey research involves administering surveys to describe attitudes, opinions, behaviours, or characteristics within a population. It enables researchers to collect data through questionnaires or interviews and analyse responses to identify trends and explore research questions. As Creswell (2012) highlights, surveys provide insights into trends, policy opinions, and beliefs within specific groups. In the context of mental health education, they offer valuable data to help educators and policymakers understand awareness levels, assess program effectiveness, and refine strategies to enhance well-being among teaching professionals.

Participants

The study involved 30 participants. Of these, 26 participants were student teachers currently enrolled in teacher preparation programs, 3 were experienced in-service teachers, and 1 participant was a graduate from a teacher preparation program with no teaching experience. The participants were drawn from the field of education but differed in their teaching experience. The participants were from two countries: 2 participants (6.7%) were from India and 28 participants (93.3%) were from Indonesia. Consequently, the sample was predominantly composed of Indonesian participants, with the findings primarily reflecting the experiences and perceptions of student teachers in Indonesia rather than providing a balanced cross-national comparison. Although participants from both countries were included to obtain broader perspectives, the unequal distribution resulted from participant availability during the data collection period and should be considered when interpreting the findings.

A convenience sampling method was employed to recruit the participants due to time and accessibility constraints. This non-probability sampling technique involved selecting individuals who were readily available and willing to participate in the study. While convenience sampling limits the generalisability of the findings, it is widely

recognised as an appropriate approach for exploratory survey research where access to participants is limited (Etikan et al., 2016; Obilor, 2023).

Instrument

The instrument for data collection utilised in this study was a structured questionnaire designed to align with the research objectives through a combination of validated scales and original items. Specifically, the WHO-5 Well-Being Index was incorporated to assess the subjective well-being of participants, providing insights into their overall mental health status. Moreover, items adapted from the Maslach Burnout Inventory-Educators Survey were used to evaluate emotional exhaustion and burnout symptoms to help identify potential stressors affecting educators. Mental health knowledge and literacy were measured using select items from the Mental Health Literacy Scale (MHLS), ensuring a comprehensive assessment of participant's understanding of mental health concepts. Beyond these established scales, additional questions were developed by the researcher to explore various factors related to mental health education, including exposure to mental health education during teacher training, perception of its impact on professional well-being, institutional support, and workplace stressors.

The questionnaire consisted of 37 items organized into six thematic sections: General Mental Health Knowledge and Awareness, Personal Mental Health and Well-being, Mental Health Education and Training, Impact of the Absence of Mental Health Education, Perceived Benefits of Mental Health Education, and Current Mental Health Support and Resources. The instrument employed a combination of Likert-scale, multiple-choice, and open-ended questions to capture both quantitative and qualitative information. The Likert-scale and multiple-choice items generated measurable data regarding participants' knowledge, experiences, perceptions, and access to mental health support, while the open-ended questions provided opportunities for participants to elaborate on their experiences and concerns. This combination of question formats enabled a more comprehensive understanding of mental health issues within teacher preparation and the teaching profession.

Data Collection Process

The process of data collection involved an online survey created using Google Forms. To ensure that the participants fully understood the purpose of the study, an introductory statement was included at the beginning of the survey. Participation was entirely voluntary, which allowed respondents to contribute without any obligation. To maintain strict confidentiality, no identifying information was collected, and all the responses were anonymised before analysis. This approach ensured an unbiased interpretation of the data. The survey targeted a diverse group of participants, including student teachers currently enrolled in teacher preparation programs, recent graduates of teacher training programs, and in-service teachers with varying levels of experience. By including individuals from different stages of their teaching careers, the study aimed to gather a broad spectrum of perspectives on mental health education and its impact.

Furthermore, the survey was open to educators from both public and private institutions, ensuring inclusivity and the capture of insights from various educational settings. The combination of these factors provided a comprehensive overview of the experiences and opinions related to mental health education in teacher training. The analysis of quantitative data was done using a combination of SPSS, Google Form's built-in

analytics and Microsoft Excel. Descriptive statistics, including frequencies, percentages and means, were used to summarise the responses of participants to closed-ended questions. Initial visual summaries and frequency counts provided by Google Forms were further analysed in SPSS and Excel for better precision and customisation. All these tools enabled the identification of trends related to mental health awareness, perceived institutional support, stress and burnout levels and perception of mental health awareness.

Categorical and ordinal data, including Likert-scale and binary-response items, were analysed using SPSS to generate descriptive statistics and relevant visualisations. Microsoft Excel was used to construct summary tables and bar charts, particularly for multiple-response items concerning perceived benefits of mental health education. Qualitative data from open-ended responses and “choose all that apply” items were analysed thematically following Braun and Clarke’s (2006) six-phase approach. The process involved data familiarisation, initial coding, theme development, reviewing and refining themes, and final interpretation. The analysis was conducted manually to maintain close engagement with participants’ responses and ensure alignment with the research questions. Emerging themes included stress triggers, institutional support, gaps in mental health education, coping needs, and anticipated benefits of integrating mental health education into teacher preparation programs.

RESULT AND DISCUSSION

The findings of this study provide valuable insights into the impact of limited mental health education within teacher preparation programs on teacher trainees’ well-being and professional readiness. The results are presented across several key areas to provide a comprehensive understanding of participants’ experiences and perceptions. These areas include participant demographics, general mental health knowledge and awareness, personal mental health and well-being, experiences with mental health education and training, perceived impacts of its absence, and perceptions of the potential benefits of structured mental health education. The findings also examine participants’ access to institutional mental health support and resources. Together, these results highlight important gaps in current teacher preparation and demonstrate the potential value of integrating mental health education into teacher training curricula.

Demographics

A total of 30 participants participated in the study. The majority of the participants were from Indonesia ($n = 28$), while 2 participants were from India, as shown in Figure 1.

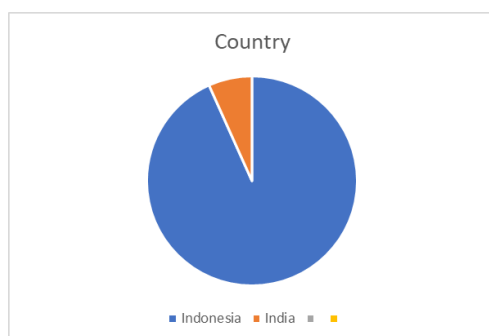


Figure 1. Nationality of Participants (N = 30)

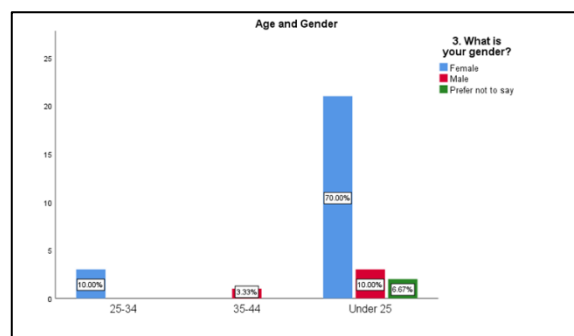


Figure 2. Age and Gender Distribution of Participants.

Most participants were under 25 years of age, which is consistent with their status as student teachers undergoing teacher preparation (Figure 2). In terms of gender distribution, the participants included both female and male respondents, with female participants representing the larger proportion of the sample (Figure 2). Regarding participants' current educational or professional status, Figure 3 shows that the majority were student teachers currently engaged in teacher preparation programs. This demographic composition is relevant to the study because participants were at an important stage of professional development, during which they were preparing to enter the teaching profession. Their experiences and perceptions therefore provide useful insights into the availability of mental health education, their personal well-being, and their preparedness to manage psychological and emotional challenges associated with future teaching responsibilities..

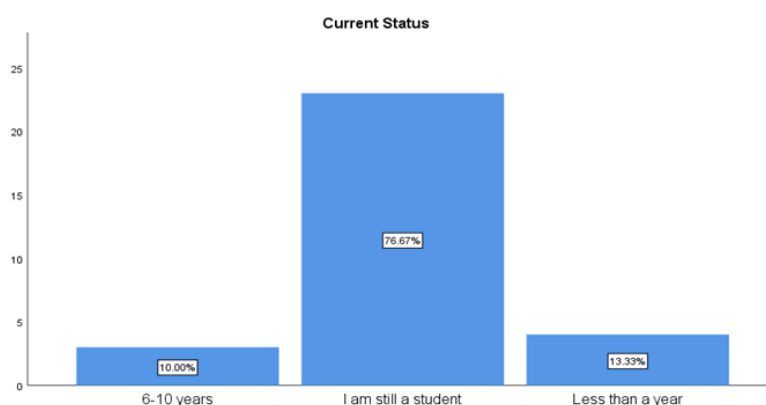


Figure 3. Current Status of the Participants

Mental Health Awareness

Participants exhibited varying levels of mental health awareness.

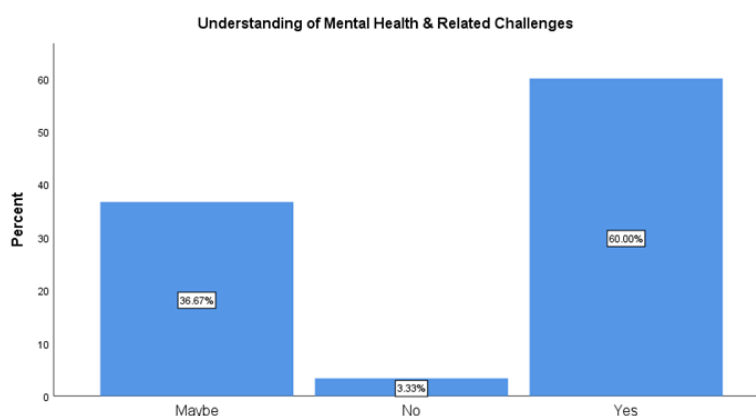


Figure 4. Participant's Understanding of Mental Health & Related Challenges

As shown in Figure 4, most participants reported having at least a basic understanding of mental health and the challenges associated with it. However, their confidence in recognizing mental health symptoms varied considerably. Specifically, 43.3% of participants described themselves as moderately knowledgeable, while only 3.3% considered themselves very knowledgeable. In contrast, 40% reported being slightly knowledgeable, indicating limited confidence in identifying mental health symptoms.

These findings suggest that although general awareness of mental health was relatively present among participants, deeper knowledge and practical understanding remained limited. The results highlight a potential gap in teacher preparation, particularly regarding the ability of student teachers to recognize early signs of mental health difficulties. Structured mental health education could therefore strengthen participants' knowledge, confidence, and preparedness to respond appropriately.

Mental Well-being and Challenges

Stress, burnout, and anxiety emerged as prominent concerns among participants, highlighting important challenges to their mental well-being during teacher preparation. When asked to rate their overall mental well-being on a 10-point scale, participants provided scores ranging from 6 to 8, indicating moderate to relatively positive perceptions despite reported difficulties. As shown in Figure 5, a substantial proportion of participants reported experiencing stress frequently. Similarly, burnout emerged as a significant concern, with many participants describing symptoms associated with emotional exhaustion, as presented in Figure 6. These findings suggest that student teachers may experience considerable psychological and emotional demands before formally entering the teaching profession. The results emphasize the importance of strengthening mental health support and preparation within teacher education programs.

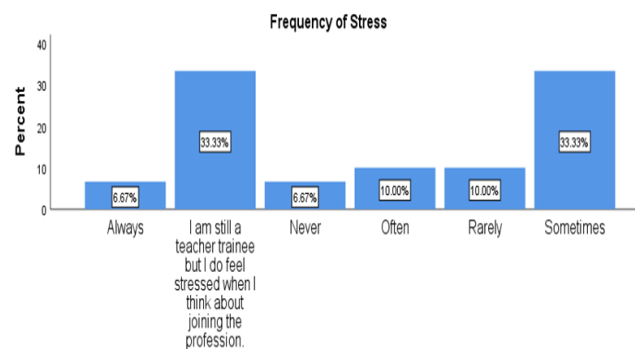


Figure 5. Frequency of Stress

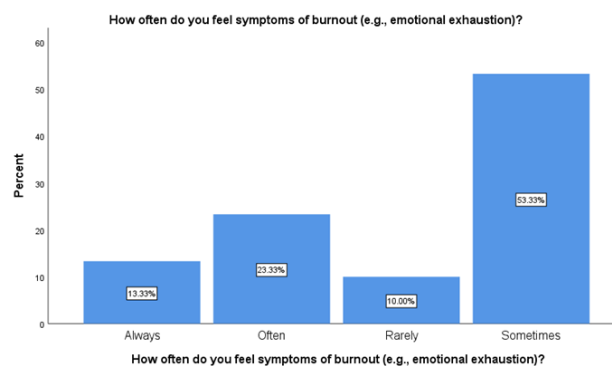


Figure 6. Frequency of Burnout

Responses regarding institutional mental health support varied considerably among participants. As shown in the findings, 43.3% reported receiving support

“sometimes,” while 36.7% indicated that they were “rarely” supported. Regarding the overall quality of available mental health support, 56.7% of participants rated their institution’s support as “average,” suggesting that existing services may only partially address their needs. Furthermore, 23.3% reported receiving no mental health support from their institutions at all. These findings indicate that although some institutional resources are available, access, consistency, and perceived adequacy remain concerns. The results highlight the need for teacher preparation institutions to strengthen accessible, responsive, confidential, and supportive mental health services to promote student teachers’ well-being, resilience, and professional readiness.

Perceptions of Mental Health Education

A significant 73.3% of participants reported that they had not received formal mental health education as part of their teacher training. Among those who had received some form of training, only 10% considered themselves “very knowledgeable,” while 23.3% reported feeling only “slightly knowledgeable.” Despite this limited exposure, 90% of respondents considered mental health education either “very important” or “extremely important” for teachers, as presented in Figure 7. These findings reveal a clear gap between the availability of mental health education and participants’ perceived need for such preparation. The results further indicate strong demand among future educators for structured mental health training to strengthen their knowledge, awareness, confidence, and preparedness to address mental health challenges within educational settings.

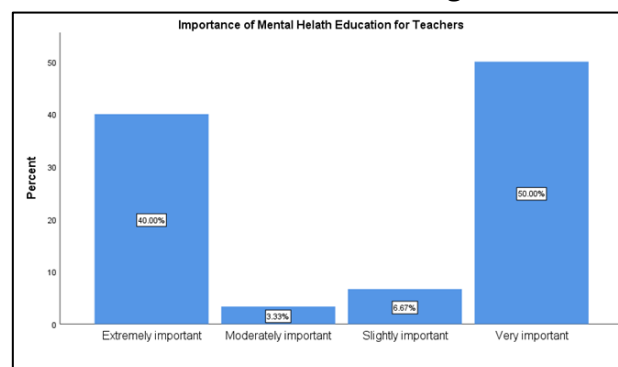


Figure 7. Participant’s Perception of the Importance of Mental Health Education

Impact of the Absence of Mental Health Education

The results indicate that the absence of mental health education in teacher preparation programs had a substantial perceived impact on participants’ well-being and professional readiness. A majority of participants (80%) believed that the lack of such education had contributed to their mental health struggles. Furthermore, 66.7% reported that mental health education could improve their overall well-being, while 70% believed it would help them manage classroom challenges more effectively. Additionally, 73.3% of respondents indicated that incorporating mental health education into teacher training could support their ability to remain in the teaching profession longer. As shown in Figure 8, these findings highlight the perceived practical, emotional, and professional benefits of integrating structured mental health education into pre-service teacher preparation programs and curricula.

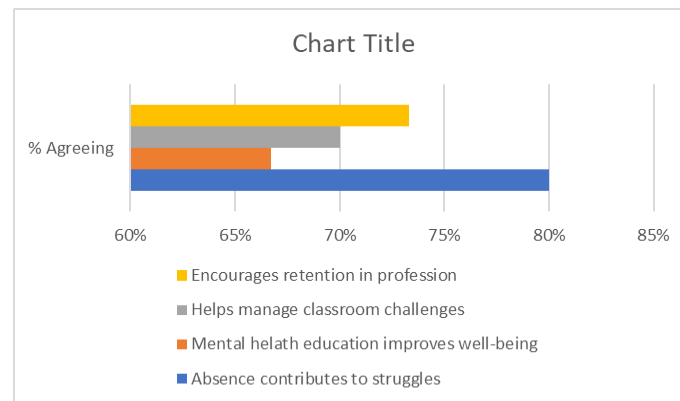


Figure 8. Perceived Impact of Mental Health Education on Student Teacher Well-Being and Practice

Perceived Benefits of Mental Health Education

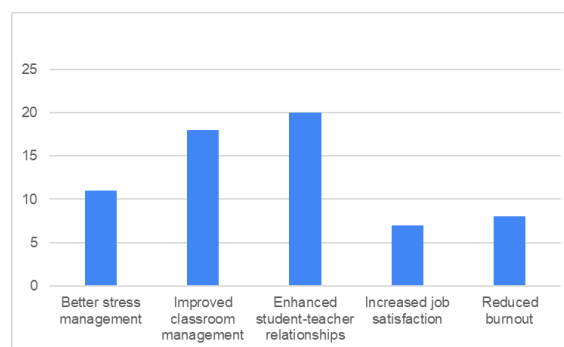


Figure 9. Perceived Benefits of Mental Health Education

When asked whether mental health education would benefit their teaching practice, 83.3% of participants responded “yes”. As shown in Figure 9, participants identified several key benefits of such education, with the most frequently cited including better stress management (70%), reduced burnout (66.7%), and improved classroom management (60%). Additional benefits included enhanced student-teacher relationships and increased job satisfaction. Beyond these, 76.7% of participants stated that mental health education would positively or very positively impact their interactions with students, and 83.3% believed it could help reduce teacher burnout. Furthermore, 80% of participants anticipated a positive impact on their job satisfaction, and 86.7% said they were likely or very likely to recommend mental health education as part of teacher training to others.

Current Mental Health Support and Resources

Participants reported limited access to mental health resources within their teacher preparation institutions. Although 50% indicated that counselling services were available, 33.3% reported having no mental health resources at all. Participants also expressed varying levels of comfort when discussing mental health challenges with administrators or program coordinators. Specifically, 40% reported feeling “moderately comfortable,” while 36.7% felt only “slightly comfortable,” and 16.7% indicated that they were “not at all comfortable.” These findings suggest that the availability of institutional resources does not necessarily ensure that student teachers feel sufficiently supported or psychologically safe to access them. The results highlight the need for more accessible, confidential, and

supportive mental health services within teacher preparation programs, alongside efforts to reduce stigma and encourage help-seeking among student teachers.

The findings of this study highlight a significant gap in mental health education within teacher preparation programs. The absence of structured mental health education may contribute to increased stress and burnout among teacher trainees, who often enter the teaching profession without sufficient knowledge and strategies to manage its emotional demands. The findings support the study's aim of examining how limited exposure to mental health education affects trainees' well-being and professional preparedness. Participants indicated that mental health education could provide practical knowledge about stress management, emotional regulation, coping strategies, resilience, and recognizing psychological challenges. Integrating such education into teacher preparation may therefore strengthen trainees' personal well-being and professional readiness while equipping them with skills to create supportive learning environments and respond appropriately to students' mental health needs in educational settings.

Mental Health Awareness and Institutional Support

Although participants demonstrated a basic understanding of mental health concepts, many lacked confidences in recognizing symptoms and responding effectively, potentially reflecting limited formal training. Only 3.3% considered themselves "very knowledgeable," whereas 40% reported being only "slightly knowledgeable." This finding is consistent with previous research indicating that pre-service teachers may feel underprepared to recognize and respond to mental health challenges because of limited mental health literacy and training (Masters, 2019; White, 2020). The findings can also be interpreted through Job Demands-Resources Theory (Bakker & Demerouti, 2014), which suggests that insufficient personal and organizational resources may increase vulnerability to stress and burnout when professional demands are high. Here, limited mental health education and inconsistent institutional support represent resource gaps that may reduce student teachers' confidence in managing mental health challenges effectively.

Strengthening mental health literacy during teacher preparation could enhance student teachers' personal resources and better equip them to cope with professional demands. Institutional support, however, was perceived as inconsistent or insufficient. Specifically, 36.7% of participants reported that they "rarely" received mental health support, while 23.3% indicated that no such support was available. These findings may reflect broader systemic challenges, including mental health stigma, limited institutional resources, and insufficiently developed support services within teacher education programs. Furthermore, participants' hesitation to discuss mental health concerns with administrators suggests potential cultural or structural barriers to open communication about psychological well-being. Addressing these barriers through confidential services, supportive policies, mental health awareness programs, and accessible counselling could strengthen institutional resources and promote a more supportive environment for future teachers.

The Impact of the Lack of Mental Health Education

The high prevalence of stress and burnout reported by participants aligns with previous research showing that teaching is associated with substantial occupational stress and psychological demands (Braun et al., 2020; Kidger et al., 2016). In this study, stress, burnout and anxiety were identified as key challenges, with participants rating their mental

well-being between 6 and 8 on a 10-point scale. The absence of a structured mental health education leaves teachers without the necessary skills to manage these challenges, which increases their risk of burnout and negatively impacts their job satisfaction. These findings are consistent with the Job Demands Resources Model, which explains how excessive job demands (e.g., stress, emotional exhaustion) without adequate resources (e.g., training, support) can lead to burnout (Bakker & Demerouti, 2014). The findings also reinforce previous studies reporting that insufficient preparation for the emotional demands of teaching contributes to increased stress and burnout among pre-service teachers (Gustems-Carnicer et al., 2019; Braun et al., 2020).

The high proportion of participants who believed that the absence of mental health education affected their well-being suggests that teacher preparation programs should incorporate preventive mental health support before individuals enter the profession. Such preparation may reduce psychological distress, strengthen coping strategies, and improve professional readiness during the transition into teaching. The findings also indicate that inadequate mental health training may contribute to limited confidence in managing personal well-being and emotional challenges. Over time, insufficient preparation could affect teachers' ability to cope with professional demands and maintain well-being. Therefore, integrating structured mental health education may strengthen resilience, self-awareness, emotional regulation, and professional preparedness among future teachers.

Potential Benefits of Mental Health Education

The data suggests that mental education could offer significant benefits for pre-service teachers. Participants envisioned that training in mental health would not only improve their well-being but also help enhance their classroom effectiveness and professional resilience. Specifically, 83.3% believed that mental health education would benefit their teaching practice. Better stress management (70%), reduced burnout (66.7%), and improved classroom management (60%) were identified as key benefits by the participants. Furthermore, anticipated benefits included enhanced student-teacher relationships and increased job satisfaction. These findings align with previous research suggesting that mental health education strengthens resilience, improves mental health awareness, and supports educator well-being (Nishio et al., 2019). From the perspective of the Job Demands-Resources Theory (Bakker & Demerouti, 2014), mental health education functions as an important personal resource that enables individuals to manage occupational demands more effectively.

Participants' expectations of improved stress management, reduced burnout, and stronger classroom management suggest that structured mental health education could strengthen resilience and support sustainable professional well-being. Mental health preparation may provide future teachers with practical strategies for managing emotional demands, recognizing early signs of psychological distress, and maintaining healthy coping mechanisms. These skills could also enhance confidence in responding to classroom challenges and supporting students' well-being. The findings are consistent with previous evidence indicating that preventive mental health training can contribute positively to educators' confidence, resilience, and job satisfaction (Nishio et al., 2019). Therefore, integrating mental health education into teacher preparation may provide both personal and professional benefits for future educators.

Implications for Teacher Preparation Programs

The urgent need for systemic changes in teacher preparation programs is highlighted by the results of this study. The inclusion of mental health education could help future educators develop coping strategies, build resilience, and improve their overall well-being. Institutions should consider incorporating structured mental health training as part of teacher education, similar to how healthcare professionals receive mental health training as part of their professional development. The inclusion of such content could follow models already established in health education and social work programs, where resilience-building and emotional regulation are core competencies. These findings also support the central proposition of the Job Demands-Resources Theory that strengthening personal resources can reduce the negative effects of demanding work environments (Bakker & Demerouti, 2014).

Integrating structured mental health education into teacher preparation programmes could equip future teachers with practical coping strategies, mental health literacy, emotional regulation, and resilience-building skills before entering the profession. Such preparation may strengthen their ability to recognize and manage stress, respond to emotional challenges, and maintain personal well-being amid professional demands. It could also increase confidence in addressing classroom challenges and supporting students experiencing mental health difficulties. In the longer term, stronger mental health preparation may help reduce burnout, promote professional satisfaction, and support teachers' sustained engagement in the profession. Therefore, mental health education should be considered an important component of comprehensive teacher preparation, alongside pedagogical knowledge, instructional skills, and professional development.

Limitations and Future Research

While this study provides valuable insights into mental health education within teacher preparation, several limitations should be acknowledged. The relatively small sample size and geographical concentration, with participants predominantly from Indonesia, may limit the transferability of the findings to other educational contexts. In addition, the study relied primarily on self-reported data, which may be subject to response and social desirability biases. Future research should investigate how cultural, institutional, and contextual differences influence the need for mental health education among teacher trainees. Further studies could also examine the effectiveness of different mental health training models using larger and more diverse samples. Longitudinal research would be particularly valuable for assessing the sustained effects of mental health education on teacher well-being, resilience, professional preparedness, and retention across diverse educational settings.

CONCLUSION

The objective of this study was to investigate the impact of the absence of mental health education in teacher preparation programs on the well-being of pre-service teachers and to explore the perceived benefits of integrating such education into their training. This study confirms that the absence of mental health education in teacher preparation programs has a significant impact on pre-service teacher's well-being, increasing their vulnerability to stress and burnout. The findings directly address the research objective by showing that most participants lacked both formal training and institutional support to manage mental health challenges. At the same time, participants overwhelmingly

recognized the potential benefits of integrating mental health education into their training, particularly for enhancing well-being, improving classroom management, and supporting long-term retention in the profession. This work advances the current state of knowledge by contributing student-teacher perspectives from underrepresented educational contexts, emphasizing the urgent need for mental health training as a core component of teacher education. These insights support the theoretical framework of the Job Demands-Resources model and reinforce findings from existing literature while highlighting the unique challenges in low-support environments. Practically, the study provides a compelling justification for incorporating structured mental health education into teacher preparation programs. Institutions should consider adapting evidence-based models from health education and social work to build psychological resilience and well-being in future educators. Future research should evaluate the effectiveness of specific mental health training interventions across diverse educational settings, explore long-term outcomes for teacher retention and satisfaction, and examine how cultural factors shape attitudes toward mental health in education.

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