

## Trainee Teachers Wellbeing: The Association between Resilient and Mindfulness

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### Abstract

Trainee teachers' wellbeing can be enhanced by mindfulness and resilience, which support them in efficiently managing stress and overcoming obstacles. The purpose of this study is to investigate the wellbeing, resilient, and mindfulness among trainee teachers at one of the Malaysian trainee teacher's institutes. This study determines the relationship between resilient and mindfulness and the well-being of Malaysian teacher candidates. Additionally, factors that support the well-being of Malaysian trainee teachers have been examined. Using a correlational framework and a quantitative approach, the study counts 239 trainee teachers who were selected at random from the Institute of Teacher Education Malacca. The instruments used for this study include *The Flourishing Scale*, *The Brief Resilience Scale* and *The Mindful Attention Awareness Scale*. The data was analysed descriptively and inferentially using SPSS software. The results show a relationship between trainee teachers' wellbeing, mindfulness and resilient in that particular institute. Moreover, it was found that resilience and mindfulness had an impact on their overall wellbeing. It could be beneficial if this study can help relevant departments, such as the Ministry of Education, create and implement intervention programs to improve resilience and well-being among Malaysian trainee teachers.

**Keywords:** Trainee Teachers, Well-Being, Resilient, Mindfulness.

### Introduction

Mindfulness, resilience, and wellbeing are essential components of the mental health and performance of trainee teachers and university students. Previous studies have demonstrated the potential of mindfulness techniques to assist people, especially educators, in developing present-moment awareness, increasing self-awareness, controlling emotions, lowering stress levels, and enhancing overall wellbeing (Neumann & Tillott, 2022). It has been demonstrated that mindfulness-based therapies, particularly for aspiring teachers, can lower stress, promote wellbeing, and strengthen coping strategies all of which eventually increase student performance in the classroom (Jennings et al., 2013). Furthermore, by encouraging

self-awareness, wellness, and mindful connections, mindfulness can support both personal and professional resilience (Correia, 2020).

Both teachers and students' mental health depends extensively on resilient. Resilient teachers typically report reduced worry and increased job engagement, which is beneficial for their general well-being (Kärner et al., 2021). The process of building resilience entails learning abilities like nonreactivity, attentive awareness, distress tolerance, and a sense of efficacy all of which are critical for overcoming obstacles in learning environments (Schussler et al., 2018). Furthermore, the correlation shown between trainee teachers' perceived stress and resilience highlights the significance of self-efficacy in mitigating the effects of stress on individuals (Nguí & Lay, 2017).

In the context of university students, psychological wellbeing is influenced by factors such as academic self-concept, teacher support, and student engagement (Zhang, 2024). A comprehensive approach that considers these aspects is necessary to provide a helpful and conducive learning environment and improve student wellbeing. Moreover, research in health professionals and trainees has connected mindfulness and self-compassion to improved resilience, sleep, and general wellbeing, highlighting the importance of these qualities in fostering mental health (Kemper et al., 2015).

Exploring the relationship between resilience and mindfulness in trainee teachers is of vital importance because it has a direct impact on their ability to cope with the inherent challenges of teaching. We can increase teacher retention, classroom outcomes, and mental health by instilling these attributes in students early on. This research can also help to shape teacher training programs, ensuring that future educators get better prepared to manage stress and establish pleasant learning environments, which benefits both instructors and students.

In summary, psychological well-being, resilience, and mindfulness are interrelated factors that have a big influence on college student and trainee teachers' wellbeing and performance. Teachers and legislators may improve students' general success and well-being in learning environments by including mindfulness practices, building resilience, and establishing a friendly atmosphere.

Thus, the aims to be achieved through this research are:

1. To determine the level of teacher's trainees' well-being, resilient and mindfulness in the Institute of Teacher Education Malacca.
2. To investigate the association between mindfulness and resilience and psychological well-being among Malaysian teacher candidates.
3. To identify the variables influencing Malaysian teacher candidates' well-being.

### **Literature Review**

The following are studies of related literature that provide support for the research that was conducted.

**Well-Being**

Wellbeing is a crucial aspect of the mental health and performance of trainee teachers and university education students. Various studies have investigated the factors influencing psychological wellbeing in these populations. Research has indicated that among undergraduates, social support and flexibility are important indicators of wellbeing and distress. (Holliman et al., 2022). Positive psychology courses in universities have also been studied for their potential impact on student psychological wellbeing, suggesting a promising approach to enhancing mental health among students (Hobbs et al., 2022).

In the realm of teacher education, studies have emphasized the importance of mental health assessments in raising awareness among trainees about wellbeing issues and in fostering mental health among student teachers. Additionally, the correlation between teachers' job-related characteristics, psychological wellbeing, job satisfaction, and teaching commitment has been highlighted, emphasizing the influence of teachers' mental health on student outcomes (McInerney et al., 2018).

Moreover, the relationship between teacher self-efficacy, emotion regulation, and psychological wellbeing has been examined, underscoring the significance of these factors in impacting the mental health of teachers and students (Xi-yun et al., 2022). Studies have also delved into the impact of psychological distress on academic achievement among student teachers, stressing the importance of addressing mental health issues in educational settings (Mundia, 2011). Additionally, the efficacy of mindfulness programs in reducing burnout and enhancing resilience among GP trainees has been researched, suggesting the potential advantages of mindfulness interventions in promoting psychological wellbeing (Hanson et al., 2020).

**Resilient**

Resilience is a crucial factor in the mental health and success of trainee teachers and university education students. Studies have indeed explored the relationship between resilience and psychological wellbeing in these populations. Research has shown that resilience is a vital capability for teachers, enabling them to effectively overcome adversity by demonstrating resourcefulness, agency, and positive management strategies Bowles & Arnup (2016). Moreover, the ability of trainee teachers to handle stressful situations during practicum is indeed closely linked to their resilience levels (Ngui & Lay, 2017). Research studies on university students have highlighted the reciprocal relationship between resilience and professional skills, underlining resilience's vital importance in higher education settings. (García et al., 2018). Additionally, the literature has indicated that social interactions play a central role in teacher resilience, underscoring the importance of social support in fostering resilience among educators (Kärner et al., 2021).

Furthermore, the development of relational resilience through strong and trusting relationships has been identified as a key aspect of the resilience process in teacher education (Mansfield et al., 2016). The evolution of teacher trainees' perceptions of moral resilience and moral courage throughout their training process has been examined, emphasizing the role of moral resilience in serving as a model for building community-wide resilience (Baratz, 2017). Research has also revealed that trainees with high resilience are less likely to have stress

interfere with their relationships outside of work, emphasizing resilience's protective role in stress management (Bird & Pincavage, 2016).

Moreover, emotional intelligence and self-efficacy have been identified as predictor factors of student resilience, emphasizing the importance of these attributes in promoting resilience among university students (Ainiyah et al., 2021). In conclusion, the literature review underscores the significance of resilience in the mental health and performance of trainee teachers and university education students. Factors such as social support, professional skills, moral resilience, and emotional intelligence play crucial roles in fostering resilience and enhancing psychological wellbeing in educational settings.

### **Mindfulness**

Mindfulness has emerged as a significant factor in promoting psychological wellbeing among trainee teachers and university education students. Research has investigated the association between mindfulness and well-being in different populations, shedding light on the potential benefits of mindfulness practices. Studies have indicated that trainee teachers are required to maintain a personal mindfulness practice throughout their training, emphasizing the importance of mindfulness in teacher education (Bowden et al., 2020). Additionally, a great deal of research has been done on the benefits of mindfulness for psychological health, emphasizing the advantages of mindfulness-oriented therapies for psychological wellbeing. (Keng et al., 2011). Moreover, the mediating role of mindfulness in enhancing psychological wellbeing has been demonstrated in various contexts. For instance, improvements in mindfulness have been discovered to mediate the connection between formal mindfulness practice and increased wellbeing, suggesting that mindfulness practice leads to improved wellbeing outcomes (Wheatley, 2021).

Additionally, mindfulness training has been shown to have a positive influence on psychological wellbeing and can serve as a protective factor against depression (Niazi & Adil, 2017). In the realm of university students, mindfulness has been recognized as a fundamental element of self-compassion, allowing individuals to acknowledge and understand their emotions without judgment, which contributes to improved psychological wellbeing (Kausar et al., 2023). Furthermore, the integration of mindfulness into teacher education has been linked to favorable results, including enhanced teacher dispositions and improved teacher-student relationships, ultimately impacting psychological wellbeing (Song & He, 2021). Overall, literature supports the notion that mindfulness plays a crucial role in promoting psychological wellbeing among trainee teachers and university education students. By cultivating mindfulness practices, individuals can enhance their resilience, cope with stress more effectively, and improve their overall mental health and wellbeing.

### **Methodology**

This study takes a quantitative approach in the form of a correlational study design. Overall, the goal of this study is to look into the link between the independent and dependent variables. The well-being of trainee teachers is the dependent variable in this study, whereas resilient and mindfulness are independent factors. The population for this study is comprised of up of trainee teachers from the Malacca Institute of Teacher Education. The Cochran sample formula is used for sample calculation. The sample size for this research is 239. Basic random sampling was used to select the study's sample, and it involved randomly assigning

Google Form surveys to participants. The Flourishing Scale by Diener et al (2009), is used to evaluate trainee teachers' well-being, the Brief Resilience Scale (BRS) by Smith et al (2008), is used to measure resilient, and The Mindful Attention Awareness Scale (MAAS) by Brown and Ryan (2003), is used to evaluate mindfulness. All of the instruments had been adopted and adapted. The number of items and alpha level for the reliability of the questionnaire used in this research are displayed in Table 1.

Table 1  
*Number of Items and the Alpha Reliability Value*

| Section | Instrument         | Number of Item | Alpha value |
|---------|--------------------|----------------|-------------|
| I       | Respondent Profile | 5              | -           |
| II      | Well-being         | 8              | .925        |
| III     | Resilient          | 6              | .775        |
| IV      | Mindfulness        | 15             | .919        |

### Results and Discussion

The results of the research and discussion are presented below:

*Well-Being, Resilient, and Mindfulness of Trainee Teachers in the Institute of Teacher Education Malacca.*

According to the study's findings, trainee teachers' well-being comes first, followed by resilient and mindfulness, as indicated in the table below. The overall average score ranges from 3.30 to 4.50. The findings of research are listed in Table 2 below.

Table 2  
*The Level of Wellbeing, Resilient, and Mindfulness among Trainee Teachers*

| Variables                | Min  | SD   | Level  | Rank |
|--------------------------|------|------|--------|------|
| Psychological Well-being | 4.11 | 0.90 | High   | 1    |
| Resilience               | 3.56 | 0.92 | Medium | 2    |
| Mindfulness              | 3.53 | 0.65 | Medium | 3    |

Smith (2008) divided the score levels into three categories: low, medium, and high. A score between 1.00 and 2.99 is regarded low, 3.00 to 3.99 is considered medium, and 4.00 to 5.00 is considered high. According to the descriptive analysis results, the mean value for the variable of well-being (M=4.11) is high. The mean for resilience is (M=3.56), and the mean for mindfulness is (M=3.53), indicating a medium level. Table 3 displays the mean and standard deviation for each item across the variables included in this study.

Table 3

*Mean and Standard Deviation for Each Item Variable Included in this Study.*

| VARIABLES   | Mean | SD   |
|---|------|------|
| <b>Resilient</b>  |      |      |
| 1. I tend to bounce back quickly after hard times.  | 4.16 | 0.68 |
| 2. I have a hard time making it through stressful events.   | 3.26 | 0.98 |
| 3. It does not take me long to recover from a stressful event.  | 3.48 | 0.98 |
| 4. It is hard for me to snap back when something bad happens.   | 3.52 | 1.03 |
| 5. I usually come through difficult times with little trouble.  | 3.56 | 0.91 |
| 6. I tend to take a long time to get over setbacks in my life.  | 3.36 | 1.05 |
| <b>Mindfulness</b>  |      |      |
| 1. I could be experiencing some emotion and not be conscious of it until sometime later.                        | 3.39 | 1.15 |
| 2. I break or spill things because of carelessness, not paying attention, or thinking of something else.        | 3.70 | 1.27 |
| 3. I find it difficult to stay focused on what's happening in the present.                                      | 3.48 | 1.16 |
| 4. I tend to walk quickly to get where I'm going without paying attention to what I experience along the way.   | 3.27 | 1.29 |
| 5. I tend not to notice feelings of physical tension or discomfort until they really grab my attention.         | 3.38 | 1.31 |
| 6. I forget a person's name almost as soon as I've been told it for the first time.                             | 3.43 | 1.46 |
| 7. It seems I am "running on automatic," without much awareness of what I'm doing.                              | 3.49 | 1.41 |
| 8. I rush through activities without being really attentive to them.  | 3.49 | 1.35 |
| 9. I get so focused on the goal I want to achieve that I lose touch with what I'm doing right now to get there. | 3.51 | 1.32 |
| 10. I do jobs or tasks automatically, without being aware of what I'm doing.                                    | 3.66 | 1.32 |
| 11. I find myself listening to someone with one ear, doing something else at the same time.                     | 3.42 | 1.56 |
| 12. I drive places on 'automatic pilot' and then wonder why I went there.                                       | 4.25 | 1.43 |
| 13. I find myself preoccupied with the future or the past.  | 2.89 | 1.32 |
| 14. I find myself doing things without paying attention.  | 3.55 | 1.36 |
| 15. I snack without being aware that I'm eating.  | 4.00 | 1.49 |
| <b>Wellbeing</b>  |      |      |
| 1. I lead a purposeful and meaningful life.   | 4.29 | 1.07 |
| 2. My social relationships are supportive and rewarding.  | 4.18 | 1.11 |
| 3. I am engaged and interested in my daily activities.  | 4.15 | 1.11 |
| 4. I actively contribute to the happiness and well-being of others.   | 4.00 | 1.19 |
| 5. I am competent and capable in the activities that are important to me.                                       | 4.06 | 1.16 |
| 6. I am a good person and live a good life.   | 4.15 | 1.05 |
| 7. I am optimistic about my future.   | 4.18 | 1.07 |
| 8. People respect me  | 3.86 | 1.12 |
| 9. .  |      |      |

**The Relationship between Resilient and Mindfulness in Trainee Teachers' Well-being.**

Pearson's correlation statistical analysis was used on all variables to look at the relationship between resilience and mindfulness and well-being among Malaysian trainee teachers. The table below summarizes the study's findings:

Table 4

*The Relationship between Variables*

| Variable    | R value | Significant (p) | Interpretation                     |
|-------------|---------|-----------------|------------------------------------|
| Resilient   | 0.523** | .00             | A positive and strong relationship |
| Mindfulness | 0.316** | .00             | A positive and weak relationship   |

\*\* . Significant at the 0.01 level (2-way)

From the table above, there is a moderately positive relationship ( $r = 0.32^{**}$ ,  $p = 0.00$ ) between mindfulness and teachers' psychological well-being, but there is a strong positive relationship ( $r = 0.52^{**}$ ,  $p = 0.00$ ) between trainee teacher resilient and trainee teachers' well-being. This reveals that trainee teacher resilient has a significantly higher beneficial correlation with their psychological well-being compared to mindfulness. Positive correlation is graded from 0.1 to 1.0 according to the Björn Friedrich et al. (2021) scale. The ranges for weak and moderate positive correlations and strong and moderate positive correlations are, respectively, 0.1 to 0.3, 0.5 to 1.0, and 0.5 to 0.5.

This finding demonstrates how resilience and mindfulness affect overall well-being. This conclusion is consistent with the findings of Hascher et al. (2021), who stated unequivocally that teacher resilience is a protective factor for teacher wellbeing, and interventions aimed at increasing resilience have demonstrated benefits in teacher wellbeing. Besides that, according to Neumann & Tillott (2022), practicing mindfulness to cultivate resilience has been found to help teachers reduce stress, improve attention, self-awareness, and emotional regulation, ultimately enhancing their wellbeing. Studies have also demonstrated a positive correlation between resilience and mindfulness, suggesting that both factors can predict psychological wellbeing in university students (Vidal-Meliá et al., 2022).

**Factors Influencing the Well-Being of Trainee Teachers at the Malacca institute of Teacher Education**

A multiple linear regression analysis was used to identify the primary determinants influencing well-being among trainee teachers. The data presented in the following table:

Table 5

*Multiple Linear Regression Analysis*

| Variable                               | Unstandardized Coefficients |     | Standardized Coefficient |     |
|--|-----------------------------|-----|--------------------------|-----|
|  | B                           | SEB | t                        | p   |
| Constant                               | 2.84                        | .30 | 9.33                     | .00 |
| Resilience                             | .64                         | .08 | 7.99                     | .00 |
| Mindfulness                            | .15                         | .06 | 2.70                     | .00 |
| R2 = 0.295                             |                             |     |                          |     |
| F <sub>(2, 238)</sub> = 49.39, p < .05 |                             |     |                          |     |

The regression model of resilience and mindfulness may explain 29.5% of the variance in Trainee Teacher Mental Well-Being ( $F(2, 238) = 49.39, p < .05$ ). The trainee teachers' well-being is significantly predicted by resilience ( $\beta=0.64, t = 7.99, p < .05$ ) and mindfulness ( $\beta=0.15, t = 2.70, p < .05$ ). The regression equation for this analysis is:

$$Y = .64x_1 + .15x_2 + 2.84$$

The results of a prior study conducted by numerous researchers can be used to support the conclusions of this study. For example, teachers who practice mindfulness and build resilience exhibit enhanced distress tolerance and efficacy, highlighting the significance of mindfulness in promoting wellbeing and resilience (Schussler et al., 2018). The significance of resilience and mindfulness for the well-being of university students is highlighted by the connection between resilience and constructive adjustment under pressure (Medlicott et al., 2021). According to Pickard (2023), mindfulness-based therapies have been shown to effectively reduce stress in trainee psychologists, enhance wellbeing, and improve clinical abilities. These findings suggest that mindfulness may have a positive impact on the well-being of trainee teachers.

### Discussion

The teaching profession is intrinsically demanding, with high levels of stress, emotional issues, and an ongoing need for adaptability. These problems might be especially difficult for trainee instructors in their early years. Understanding the relationship between resilience and mindfulness in this environment is not only academically interesting, but also has significant practical ramifications. Based on the previous research, novice teachers typically have lower levels of resilience and mindfulness than more experienced teachers (Dolenc, 2023). Incorporating mindfulness techniques into teacher training programs can assist improve resilience and provide teachers with effective stress management skills (Neumann & Tillott, 2022). This research is essential for the Ministry of Education because most countries now have a high teacher turnover rate.

There are multiple significant explanations why investigating the relationship between resilience and mindfulness in trainee teachers is important. The first significant of this study is it can improve the teacher retention. High stress and burnout rates contribute considerably to teacher turnover. By developing resilience and mindfulness, trainee teachers can better cope with the hardships of the job, potentially leading to increased retention rates. Developing personal resources and improving emotional stability allows them to retain a good attitude toward teaching (Mandhyan, 2024; Czerwinski et al., 2020). The second significance of this study is that it may improve classroom outcomes in school. Teachers who are resilient and mindful are more likely to provide a positive learning environment. Their well-being is directly related to their capacity to teach successfully, engage pupils, and maintain classroom dynamics.

Aside from that, the relevance of this study is that it will provide an explanation for early intervention. Addressing well-being during the training phase allows for early adoption of coping strategies. This proactive strategy prepares aspiring teachers to manage stress before they confront the full range of professional issues. Mindfulness activities promote self-awareness, emotional regulation, and empathy. These characteristics are critical for



educators, allowing them to better interact with pupils and navigate complex social dynamics within schools. Furthermore, research have shown that instilling moral resilience and courage in teacher trainees is critical for navigating ethical problems in their career (Baratz, 2015; Baratz, 2017).

The fifth significance of this study is that it can inform teacher training programs. Insights gained from researching the resilience-mindfulness relationship can help shape teacher training courses. Integrating wellness modules can result in more balanced and prepared educators. In addition, this study has the potential to improve mental health: The wider ramifications for mental health cannot be stressed. By prioritizing well-being during the training phase, we help to foster a mental health-focused culture in the educational sector.

In conclusion, by exploring the association between resilience and mindfulness among trainee teachers tackles both short- and long-term difficulties in the educational system. It not only promotes teachers' personal and professional development, but it also improves the educational experiences of many pupils.

### **Conclusion**

In conclusion, this study found that resilient and mindfulness had a substantial association with the well-being of Malaysian trainee teachers. As a result, researchers urged trainee teachers to maintain both and physical heath by achieving a healthy study-life balance and developing strong communication skills. It is recommended that the Malaysian Ministry of Education give adequate in-service training to increase the resilience of trainee teachers, as the present younger generation is less resilient than the older generation.

### **Limitation and Implications**

The limitation of this research is that it was conducted utilizing a Google form and only used a quantitative design. The disadvantage of using Google Forms is that the study sample may answer the questionnaire unethically. Aside from that, this study relied solely on a sample from the Malacca Institute of Teacher Education. A wider sample of Malaysia will be suggested to do the same research to reach all trainee teachers in Malaysia. The researcher proposes that the following researcher conduct qualitative research on the same topic in Malaysia to obtain more transparent data. Future studies can build on this study by incorporating additional characteristics like physical well-being, self-efficacy, and self-motivation.

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