https://doi.org/10.62370/hbds.v27i1.286084 Human Behavior, Development and Society
E-ISSN 2651-1762, Vol 27 No 1, 286084

Exploration of Well-Being Education for Preservice Teachers: A Case Study of a Private University in Thailand

Lerie Grace Caagbay Paculanang[1*] and Margihon Bayu Putra Kaumpungan[2]
Faculty of Education, Asia Pacific International University[1], Saraburi, 18180, Thailand
Faculty of Arts and Humanities, Asia Pacific International University[2], Saraburi, 18180, Thailand
*Corresponding Author: lerie@apiu.edu

Date Received: 3 February 2026 Revised: 25 March 2026 Accepted: 30 March 2026

Paper Type: Original Research

Abstract

Aim/Purpose: The aim of this study was to investigate pre-service teachers' engagement with well-being concepts during their learning experience in a specialized teacher well-being class. A mixed-method approach was utilised to establish an insider perspective on students' well-being as they prepared to become future teachers, while maintaining quantitative objectivity.

Introduction/Background: Well-being is critical in the lives of teachers and their students. Teaching as a profession often demands a high level of mental exertion in the classroom and school activities. In some cases, physical exertion is also a part of teaching duties. Being in optimal physical and mental condition is therefore important to ensure an effective educational process in school. However, preparing future teachers who are equipped with knowledge and skills in well-being remains an underexplored area in the field of curriculum and instruction. While attention has been given to understanding teachers' well-being, limited knowledge remains for preservice teachers. Current research trends have focused heavily on understanding the well-being of career teachers in the field, but not on those who are still undergoing training. Furthermore, studies on the impact of well-being education for preservice teachers remain limited. This study took place within these two contexts. At the institution where the study took place, a course in teachers' well-being is offered as part of the education curriculum. The course is designed to provide foundational knowledge of teacher and student well-being across physical and mental health. As part of the final assessment, the students were divided into groups and assigned to create an exhibit related to wellness. The exhibit was then displayed in a mini-expo type of event at the University under the name "Calm Corner Exhibition."

Methodology: Initial data was collected after the exhibition on feedback forms completed by students, resulting in 39 appraisals. Content analysis was conducted utilizing Cohen's Kappa coefficients, where the level of agreement between the two researchers was utilized to measure alignment in content analysis. Afterward, semi-structured interviews were conducted with 11 students who enrolled in the course and presented their projects at the Calm Corner Exhibition. The interview data was recorded, transcribed, and analysed. Attention was given to areas related to participants' experiences in the class, with an emphasis on their projects at the Calm Corner Exhibition. For each response related to the research question, a dedicated code was created, and the codes were then analysed to identify emerging patterns that emerged. Thematic grouping was then conducted using codes that were connected to one another.

Findings: Thematic analysis of the interviews generated three main themes, representing students' experiences in the classroom and the Calm Corner Exhibition. The first theme revolved around the concept of learning experience, in which students reported increased knowledge as a result of attending class and completing the final project. The second theme involved the final project event itself, during which most participants mentioned the impact of the Calm Corner Exhibition on their personal growth. Lastly, the third theme expressed the hope that participants had in transferring the knowledge learned from this class to their future students. In terms of the content analysis, however,

the data did not reveal which material had the most meaningful impact on students; however, the feedback from the surveys captured information about the class and the project that will be used for future reference. Both the interview and content analysis data provided a strong indication that exposure to well-being learning encouraged students to integrate well-being into their personal lives and future classrooms.

***Contribution**:* This study provided preliminary evidence that teaching well-being benefits pre-service teachers. Integrating well-being into higher education curricula, particularly within teacher education programs, is empirically supported for preservice teachers. It also provides insight into the preservice teachers' perspectives regarding wellness, especially regarding their intentions to disseminate the knowledge obtained from this class in their future teaching practices.

***Recommendation**:* Integrating a well-being class into the formal training of preservice teachers is critical to better preparing them for their actual work. In terms of curriculum design, the content of the well-being class should be holistic, covering multiple aspects of wellness, including mental, physical, and spiritual health.

***Limitations**:* This study was conducted as a case study, so replication would be needed to establish a stronger empirical basis. The population selected was limited to freshmen, and the findings were therefore limited to this population. The study did not look at the demographic profiles of participants as significant factors for consideration; therefore, cultural context could not be factored into the research.

***Future Research**:* A quantitative approach using questionnaires is recommended, along with research on materials used in well-being courses, to strengthen the understanding of well-being education in higher educational settings.

Keywords: *Well-being education, teacher education, exhibition, event analysis*

Introduction

Well-being, in both its physical and mental dimensions, is critical for optimal human functioning. In the field of education, well-being is essential for creating conditions that support effective teaching and learning. In terms of physical health, a study by Randall et al. (2022) found that certain teaching environments, particularly early childhood classrooms, negatively affected teacher well-being, particularly cardiovascular health. The nature of young children with high energy levels may require teachers to exert strenuous physical activity. However, for most teachers, the struggles that they faced usually came in the form of deterioration of their mental well-being. Since teachers' work requires mental effort, their mental well-being is more often affected than their physical health.

The effects of mental pressures in teaching on physical health have been shown in studies. For example, Madigan et al. (2023) demonstrated that teachers' burnout was associated with somatic complaints. Furthermore, the role of emotional intelligence has been shown to be related to teachers' psychosomatic symptoms (Karakus et al., 2024). Thus, exploring the mental well-being of teachers is not only worthy of investigation but imperative. As teacher burnout and attrition rates continue to increase at an alarming rate (Agyapong et al., 2022; Yao & Abdullah, 2025), the need to address teacher well-being warrants ongoing research. Understanding teacher well-being needs to be expanded so that teaching conditions may be improved.

Emerging knowledge on teachers' mental well-being indicates that teacher well-being is associated with student well-being and reduced psychological distress (Harding et al., 2019). A study by Mo (2024) revealed that when teacher well-being is positive, student academic performance also improves. On the contrary, when teachers are mentally unwell, student performance is significantly affected, even when teachers try to mask their mental health issues (Glazzard & Rose, 2020).

The critical role of teachers' mental well-being underscores the need for intentional mental health support for teachers. Current studies have examined areas such as religion and spirituality (Chirico et

al., 2020), skill-based training such as reflective practice skills (Cigala et al., 2019), emotional health skills (Rahm & Heise, 2019), and mental health first aid skills (Kidger et al., 2021) to explore their effects on teachers' well-being. Additionally, studies on improving teaching environments have been conducted (Addimando, 2019) with varied results, indicating that teachers' well-being and the factors influencing it are multifactorial.

However, one area of investigation that has received less attention is the role of training in teachers' well-being prior to entering the education profession. There remains limited information on how preservice teachers understand and experience well-being training, and how it influences their perspectives on the importance of this subject. Most research attention in the area has focused on the well-being of teachers who have already entered the profession. Yet public health theory has postulated that proactive action often provides higher benefits than treatment, popularized in the term "prevention is better than cure" (Prevention is Better than Cure, 2022).

At the higher education level, particularly in teacher colleges, teacher well-being has begun to be intentionally integrated into teacher training curricula. Among the relatively limited resources, findings are available in the contexts of England (Shepherd et al., 2013) and Hong Kong (Chan et al., 2025). Yet sufficient knowledge is still lacking regarding the impact, direction, and effectiveness of such training on future teachers' lives. Therefore, this study aimed to address this knowledge gap by investigating the experiences of freshman education students enrolled in a Teachers' and Learners' Well-being course. It examined students' experiences in the course and its learning activities, with a focus on the final project, the Calm Corner Exhibition (CCE).

In this study, a mixed-methods design was adopted, employing semi-structured interviews alongside quantitative content analysis of feedback to explore participant experiences and perceptions of the course, its activities, and the CCE. By capturing these experiences and perceptions, the study aimed to contribute to the knowledge needed to develop and design well-being education for teachers, supporting them in developing the understanding necessary to maintain their mental well-being and that of their future students once they enter the teaching profession.

Literature Review

Teacher Well-Being

Teacher well-being is an area of current interest, with several systematic reviews in recent years. Early work by Hascher and Waber (2021) highlighted the significance of social relationships for teachers' well-being. Subsequent reviews, such as by Collie (2023), have strengthened the evidence linking relationships with colleagues, students, and professional growth to teacher wellbeing. Dreer (2023) specifically demonstrated that teacher-student relationships are critical to teachers' well-being, identifying several other variables. Most of these are internal factors, such as sleep quality and job satisfaction (Dreer, 2023); thus, both external and internal factors play a role in teachers' well-being.

Therefore, as systematic reviews continue to clarify research across the field, scholars have begun mapping clusters of themes related to teachers' well-being. In the study of Ozturk et al. (2024, p. 8), for example, teachers' well-being was categorized into three groups of themes represented by the terms "negativity/deficiency, positivity/flourishing, and professionalism."

However, divergent findings remain, indicating that our understanding of teacher well-being contains significant gaps. In a systematic review by Kurrle and Warwas (2025), teacher well-being was shown to be multifaceted, with three overarching themes: conditions, components, and outcomes. Within these themes, clusters of sub-themes emerged, reflecting different approaches to defining and measuring teacher well-being. Another systematic review by Baatz and Wirzberger (2025) indicated that resilience, self-efficacy, and strong, healthy workplace relationships were significant predictors of teacher well-being. A study by Ragoonaden et al. (2025) showed that teacher well-being training included vocational, social, cultural, and intellectual aspects; however, emotional, physical, and spiritual aspects were missing.

This review portrays the complexity of teacher well-being. Internal aspects of well-being, such as personal satisfaction, health condition, and remuneration have been identified as strong predictors.

However, social relationships across multiple levels have consistently emerged in both research studies and systematic reviews, indicating their critical role in teachers' well-being. Thus, Kurrle & Warwas (2025) have suggested that further exploration should be directed towards understanding mental well-being within the broader context of teacher well-being.

Mental Well-Being and Teacher's Overall Well-Being

In a study by Fayda-Kinik and Kirisci-Sarikaya (2025), emotional regulation and emotional labor were identified as the two main factors affecting teacher mental well-being. Earlier studies had shown that emotional regulation often involves teachers suppressing their true emotions to maintain a professional demeanor in the classroom, which can positively affect students' learning experiences (Burić & Frenzel, 2020; Wang et al., 2025). However, the process of putting on an act may place significant strain on teachers, potentially costing them their personal well-being (Taxer & Frenzel, 2015; Wang et al., 2021).

The role of teachers' emotional labor, as observed in these studies, indicates that it significantly affects their well-being. Wang et al. (2019) observed that teacher personalities play a major role in how they exert emotional labor. This emotional labor seems to be related to how teachers relate to students (Akın et al., 2014; Frenzel et al., 2021), how they regulate their emotions (Aldrup et al., 2023), and their emotional mindfulness (Corthorn et al., 2024). Another aspect of teachers' well-being that has emerged is the connection between teachers' social relationships and their mental well-being. Peer relationships between teachers have been shown to affect teachers' well-being, especially in areas such as workload sharing (Muehlbacher & Hagenauer, 2023).

Given this study's focus on mental health care, the meta-analysis by Beames et al. (2023) was particularly relevant. Mental health care for teachers to improve their well-being has been shown to be time-consuming, costly, and has limited efficacy (Beames et al., 2023). This emphasizes the need to prioritize research on teachers' mental well-being.

Methodology

Contextual Background

In some approaches to well-being in teacher training, students are not only taught the theoretical foundations of teacher well-being, but they also engage in practical applications of this material through structured programs. In this study, education majors were required to complete a course on teacher and learner well-being. The course was designed to address the importance of teacher well-being, including issues related to mental health and burnout. As part of the final project, students were grouped into teams and required to produce an exhibit for an event known as the Calm Corner Exhibition (CCE).

As part of the CCE project, students were assigned to small groups and tasked with designing an exhibit focused on a mental healthcare or well-being practice that they considered appropriate for students and teachers. Each group created a booth or "calm corner" that showcased at least one well-being approach. During the exhibition, students took turns visiting each booth, engaged in activities, and explored the various projects before providing feedback on their experience.

Research Design and Sample Selection

A phenomenological perspective was adopted to explore participant understanding of the concept of teacher well-being. It focused on their lived experiences, with emphasis on their perceptions of the CCE event. The research was conducted in two stages. The first stage involved analysing written feedback from students related to the CCE, while in the second stage, a semi-structured interview was conducted to explore their lived experiences.

A purposive, criterion-based approach was used to select participants for interviews, with two main selection criteria for inclusion. First, participants must have enrolled in the Teacher's and Learners' Well-Being course. Second, participants must have taken part in the CCE event, displaying their final projects that were a course requirement. For stage one, the entire sample of 39 feedback

forms were collected for analysis. For stage two, a verbal invitation was given to recruit volunteers for the interviews. Out of 39 students, the sample consisted of 11 students who volunteered to be interviewed. The age range of participants was from 19 to 22 years old, comprising seven females and four males. All the participants were freshmen students in the Faculty of Education.

Written Feedback from the Calm Corner Exhibition

Data consisting of written feedback was obtained after the CCE was held on campus; a total of 39 feedback forms were collected. The form consisted of comments about each booth visited and a vote for the booth they considered their favourite, along with the reason for the vote. A question asking "Would you include a calm corner in your future classroom? Why or why not?" was on the last page. The purpose of this question was to measure their experiences, perceived qualities of booths, and their consideration of including a calm corner in the future classroom.

Quantitative content analysis was employed to examine the open-ended responses. Content analysis is a form of systematic analysis of the recurring themes in participants' feedback. The answer for each booth, reasoning for their vote, and the response on whether they will include calm corner in their classroom on each form were the units of analysis. Each response was treated as a discrete unit, regardless of length.

The researchers generated a universal coding framework according to the research objectives. Each code was defined with a code name, definition, inclusion criteria, and illustrative examples. To test the clarity and applicability of the coding framework, a pilot coding phase was conducted. Coding was conducted using a binary coding scheme (0 = Absence of a Theme, 1 = Presence of a Theme). Multiple codes could be assigned to a single response if more than one theme was present. Coding was performed independently to ensure objectivity.

Using Cohen's kappa coefficient to determine the probability of agreement occurring by chance, both researchers independently coded 39 available responses using the codebook framework. Kappa coefficients were calculated separately for each coding category. Discrepancies were resolved through consensus, and frequencies and percentages were calculated to identify dominant themes.

Semi-Structured Interviews: A semi-structured interview protocol was developed, consisting of five open-ended questions designed to explore participants' lived experiences regarding Teachers' and Learners' Well-Being, as well as the implementation of course content through the Calm Corner Exhibition. Prompts and follow-up questions were used to probe deeper into relevant areas. Since the interviewer was also the course instructor, the research questions were designed by the second researcher, who had little knowledge of or interaction with the participants. This approach was used to reduce the possibility of confirmatory bias. All interview data was reviewed and discussed by both researchers.

The interviews were conducted approximately two weeks after the CCE, based on participants' availability. Participants received a detailed information sheet outlining the study's purpose, data management, confidentiality, and the right of participants to withdraw. A written informed consent form from each participant was obtained prior the interviews.

All interviews were conducted in a private and secure room to ensure confidentiality and minimize distractions. All participants confirmed that they felt comfortable and secure before the interviews commenced. Each interview lasted between 10 to 25 minutes, with an average of around 15 minutes. With participants' consent, all interviews were audio recorded using a digital recorder.

Audio recordings were transcribed verbatim by the researchers to ensure familiarity with the data. Utilizing a qualitative software package, all transcripts were anonymized and coded. Utilizing the six-phase method of reflexive thematic analysis developed by Braun & Clarke (2006), the transcript generated 80 codes representing three major themes in the data.

Results

Thematic Analysis

Analysis of the interview data revealed three overarching themes. The first theme, Learning Experience, encompassed participant reflections on the knowledge and understanding they gained through the course, including how this differed from their prior educational experiences. This theme also captured how participants described applying their new understanding of well-being in their daily lives. The second theme, Calm Corner, reflected participant experiences of the Calm Corner Exhibition and its impact on them. This theme includes comparisons between the exhibition and their previous experiences, as well as their reflections on how the Calm Corner informed their future teaching practices. The third and final theme, Transfer of Learning, focuses on participants' reflections on how they intend to apply their newly acquired knowledge and experiences from the course and Calm Corner Exhibition in their future classroom contexts. Themes and sub-themes are presented in Table 1.

Table 1 *Themes and Sub-Themes*

Themes	Sub-Themes
1. New Learning	a. Understanding of Well-Being b. Comparison with Past Experiences
2. Calm Corner	a. Impactful Experience b. Comparison with Past Experiences c. Future Applications
3. Transfer of Learning	-

Theme 1: New Learning

The first theme captures participants' reflections on the knowledge and understanding they gained through participation in the well-being course and its associated activities. Participants described learning new concepts related to well-being and developing a clearer understanding of its meaning. As reflected across the sub-themes, participants described (a) developing a new understanding of well-being, (b) comparing their course learning with their previous educational experiences, and (c) applying their newly acquired knowledge of well-being in their daily lives.

Sub-Theme 1: Understanding of Wellbeing

The first sub-theme, *Understanding of Well-Being,* highlighted participants' perceptions of well-being over the duration of the course. Course activities helped them understand well-being as a multidimensional concept involving self-care and balance. As one participant expressed it,

> **Participant 8**: *[We] have to take care of ourselves… [it is] time to take care of ourselves, [including] how [we] function in [our] lives… [and] balance [in] our lives*.

This indicated the increased awareness of participants regarding the importance of teacher self-care. As freshmen, such awareness is critical as it means participants were exposed to it at an early stage of their preparation to become teachers. Understanding of well-being is also expressed by identifying the multidimensional aspects of health and well-being:

> **Participant 4**: *[Well-being] is not just about physical [or emotional health]. There are many domains in well-being… [and] activities related to well-being [that] we can implement in our classroom.*

Sub-Theme 2: Comparison with Past Experiences

The second sub-theme, *Comparison with Past Experiences,* reflected participants' comparisons between what they learned about well-being during the course and their own prior educational experiences. Participants described how course activities modelled well-being practices that could be implemented in classroom settings, prompting them to reflect on the limited emphasis placed on well-being in their previous schooling.

Emphasis was given not only to the absence of well-being education in their previous schooling, but also to the high emphasis on academic achievement in their previous experiences. The practicality of well-being education was also part of their reflections about their past experiences.

For one participant, grades and marks were an indicator of the absence of well-being education: as expressed below:

> **Participant 7**: *[In] my school back in [my home country] …they didn't really care about well-being. It was all about academics, grades, and marks.*

Another expressed the absence of physical activity and sports as an indicator of the lack of well-being education this way:

> **Participant 8**: *When I was in high school, we had no experience with this [well-being]. We just focused on lessons… Even when exercise was on the timetable, we still only did lessons—no activities, no sports, just academics.*

Theme 2: Calm Corner

The second theme covers reflections related to participants' experiences with the CCE; they described activities that they found meaningful and beneficial. While similarities in reflections may be seen across the sub-themes, participants were able to clearly identify their specific answers related to the CCE.

Sub-Theme 1: Impactful Experience

The first sub-theme of Theme 2 was participants sharing activities in the CCE that were meaningful and beneficial to them. Participants shared how engaging with the different Calm Corner activities supported them in ways such as positive emotions, focus, and reflection. One participant identified a specific activity, known as mirror drawing, as the activity that had a definite personal impact.

> **Participant 5**: *The mirror drawing activity… really helped me focus. When you calm your mind, you can draw.*

This expression strongly indicated the ability of participants to specifically identify important aspects of the CCE. Such specific identification was also reflected in other remarks about the CCE:

> **Participant 9**: *The part I really loved the most was the story activity… which was related to our feelings at that time. I think the story helped me find ways to solve problems.*

As shown by participant responses, the CCE directly impacted their experiences through the activities they encountered.

Sub-Theme 2: Comparison with Past Experiences

The second sub-theme of Theme 2 focused on participant comparisons between their past experiences and their experiences with the Calm Corner. Participants reflected on how engaging with the Calm Corner differed from their previous school and childhood experiences. These differences were seen as meaningful and positive, and highlighted the Calm Corner as a more supportive and beneficial approach compared to what they had experienced in the past.

At first, the expressions of participants' experiences seemed to be only about well-being in general; however, a deeper analysis revealed distinctive characteristics in some participants, indicating that their past experiences were directly related to the CCE. In the quotes below, these matters are shown in bold:

> **Participant 7**: *I had never experienced anything like this as a child. Visiting the stations and **the Calm Corner** made me feel better and lighter.*

> **Participant 10**: *Growing up, going **to the corner** was a bad thing. Now, when I think about letting [students] go **to the corner**, it feels like a positive approach.*

Sub-Theme 3: Future Applications

The third and final sub-theme of Theme 2, Future Applications, captured participants' reflections on how they plan to apply what they learned from the CCE in their future classrooms. Calm Corner strategies address student emotions and support proper self-regulation, while participants recognized their adaptability for future teaching.

Like Sub-Theme 2, explicit expressions indicated that participants' views were directly related to the Calm Corner, as shown below:

> **Participant 3**: ***I would use [the Calm Corner]*** *in my teaching life as a teacher to help students take care of their emotions and learn how to regulate them.*

> **Participant 5**: *I think* ***that by having a Calm Corner****, it can help students collaborate with each other and build positive relationships between me and my students.*

Theme 3: Transfer of Learning

The final theme that emerged from the data analysis was Transfer of Learning, which reflected how participants planned to apply what they had learned about well-being beyond the Calm Corner into their future classrooms as teachers. Participants described intentions to integrate these strategies into their teaching practices to support their future students' emotional, mental, and academic development as expressed below:

> **Participant 5***: I can use the method [that we learned] about taking out stress before exams.*

Overall, participants reflected on how their learning and experiences related to well-being and the CCE were both impactful and practical, allowing them to recall and plan how they would apply them in the future, which is an important consideration for preservice teachers. Participants described moving from having limited knowledge or personal experience with well-being to recognizing its broader importance and relevance for their future students.

Content Analysis

In analysing the feedback from the Calm Corner Exhibition, two main themes were generated. The first theme, identified as *Material Identification*, captured participants' ability to identify materials, activities, and features that held personal meaning or effectiveness for them. The coding framework for the theme revolved around how students identified materials that were displayed during CCE, the activities that they tried during the CCE, and the items and elements that they found attractive in the CCE.

The second theme, *Future Teaching*, reflected participants' understanding of how the CCE may be used in the future in creating a better situation for students emotionally, behaviourally, and/or academically. Accordingly, participants expressed their intentions to apply the material learned in the course in their future teaching careers. The coding framework for this theme focused on expressions that related to intentions to use the CCE material in their future classrooms or teaching materials.

For Material Identification, interrater reliability analysis showed 84.6% raw agreement between the two raters. Cohen's kappa coefficient was negative (κ = -.073, 95% CI [-.37, .22], p = .851), a pattern that can occur when response categories are imbalanced. This suggested that while raters were generally consistent, the dichotomous rating scale may not have adequately captured variability in responses.

On the other side, Cohen's kappa coefficient was calculated to assess interrater reliability for the future teaching theme. The analysis indicated substantial agreement between the two raters, κ = .65, 95% CI [.48, .83], p = .009. According to Landis and Koch's (1977) benchmarks, values between .61 and .80 represent substantial agreement; the observed percentage agreement was 89.7% (N = 39).

Discussion

Thematic Analysis

As indicated in the results, all participants perceived mental well-being as critical to their personal health as a teacher, while also being beneficial to their students. Such a conviction among preservice teachers is critical to establish a strong foundation as they enter a teaching career. Furthermore, it strengthens the findings of Harding et al. (2018) that teacher well-being is related to their students' well-being. Among preservice teachers, the impact of teachers' well-being on students should be addressed through intentional curriculum development that emphasizes the importance of teacher well-being. There are mixed results on the effectiveness of well-being training for career teachers, in which some studies show promising results (Izquierdo et al., 2025) while others do not (Kidger et al., 2021). The results of this study indicated that perhaps training should be conducted as early as possible.

For some participants, the course and CCE were their first exposure to well-being, particularly mental health. For others, the experience was a platform for comparing their prior exposure to this topic. Regardless of their level of exposure, the course and the CCE provided students with a learning experience that broadened their understanding of well-being. As reflected in the results, participants perceived the importance of well-being as more practical than theoretical knowledge. Well-being, after all, is a practical matter. In the perspective of Noddings (2003), teaching is not only about an expert imparting knowledge, but also about building up students through relationships. This study shows that well-being is one example of how knowledge can be built up through relationships between teachers and students. As shown in the study of Saxer et al. (2025), student well-being has little effect on teacher-student relationships. Therefore, teachers need to make proactive efforts to maintain their well-being to obtain optimum classroom dynamics among their students.

It is also noteworthy that across both class lectures and the CCE, participants expressed similar learning experiences. This finding indicated that students' experiences of the course were consistent and that the CCE served as a culminating component that marked its completion. Based on participants' responses about the impact of their experiences learning about well-being, consistency in curriculum design and pedagogical delivery should be considered to create meaningful experiences in well-being education.

The most critical aspect of the themes, however, was the consistent emphasis on the applicability of the material for both present and future use. Across all three themes, students expressed that the well-being concepts that they learned throughout the course, as well as through the CCE, were applicable. Such expressions of applicability can be viewed from three possible perspectives. First, the instructor designed the curriculum with a strong emphasis on practicality, which was reflected in how students perceived mental well-being as applied knowledge. Practicality is currently emerging as an educational principle in Southeast Asian countries (Thi, 2025). The findings of this study were consistent with the current trend of practicality as a common approach to teaching. Second, students were able to draw applicable conclusions from the lesson they received in class based on their learning experience. Third, the nature of well-being materials, which required practice rather than solely theoretical understanding, led the participants to express the practical value gained from both the course and the CCE.

Considering the overall findings from the themes and sub-themes, three perspectives collectively shaped the outcomes of this study: a course design that emphasized practicality, students' ability to create practical applications of the knowledge, and the inherently practical nature of the well-being course.

Content Analysis

The failure of interrater reliability for material identification to be statistically significant could be attributed to several factors. First, it is important to notice that the agreement between the two raters was very high (86%). Thus, each rater consistently came to similar identifications of the items in the feedback brochure. Yet an extreme category imbalance was the likely explanation as to why the results

turned out this way. Therefore, a second factor in the failure may have been that the task of establishing the theme categories was overly simplified. In the case of this study, the rater chose between the presence of any element of the lesson in the material presented as Yes, and its absence as No. As a result, raters tended to codes that were easily available, resulting in high agreement. Third, the oversimplification of the categories resulted in penalties by Kappa due to a lack of variability.

On the other hand, the future teaching theme's substantial Kappa value (65%) indicated a good consistency between raters in identifying the expressions of participants in the feedback. The level of reliability shown in the results, therefore, supported the validity of the rating procedure and suggested that findings based on these ratings are robust.

The results, therefore, indicated that participants in the course and CCE were able to identify the material benefits to their future students, and they intend to integrate this material into their future teaching plans. Both researchers agreed that the feedback results indicated the desire of participants to integrate well-being into their future classrooms.

Implications and Limitations

Consistent in both the content and thematic analysis was the notion that teacher and student well-being is critical, and that all participants wished to integrate well-being education into their own practice and future teaching.

The finding that teachers plan to integrate well-being into their own practice and future teaching is perhaps the most important contribution of knowledge that this study provides to the field. Curriculum development related to teachers' and students' well-being remains underdeveloped in most parts of the world, particularly with respect to materials focusing on mental health. The findings of this study indicate that when students are given an opportunity to learn about and implement well-being content through practical projects, they are motivated to integrate this material into their future practice.

While this study provides important knowledge, it was subject to several contextual limitations. First, case studies tend to require further exploration in other contexts to establish a stronger empirical basis for the findings. As this study was conducted within a specific university context, the results should be examined in additional settings. Second, the study was conducted among freshmen, whose knowledge and understanding of well-being may have been at a more basic level. Therefore, the enthusiasm for future application may be limited to students at this stage of study. Third, the study did not examine the demographic profiles of participants. Therefore, cultural factors that contributed to the development of participant perspectives were not analyzed. The methodology utilized was qualitative; future studies should consider adopting quantitative approaches, such as questionnaires, to establish a stronger understanding and more comprehensive understanding of the subject.

Conclusion

Well-being is critical for both teachers and students. Teaching well-being to students, particularly those preparing to become future teachers, empowers them with knowledge they can apply both personally and professionally. Integrating well-being into curriculum design for preservice teachers is therefore important. Lessons and materials found to be beneficial encourage the application of what was learned in the future, benefiting both the instructors and the students they will eventually teach.

Author Contributions

Lerie Grace Caagbay Paculanang: Conceptualization, methodology, investigation, project administration, data curation, formal analysis, visualization, writing—original draft, writing—review and editing; ***Margihon Bayu Putra Kaumpungan:*** Conceptualization, methodology, investigation, project administration, data curation, formal analysis, visualization, writing—original draft, writing—review and editing.

References

Addimando, L. (2019). The effect of positive working conditions on work engagement and teaching classroom practices: A large cross-sectional study in Switzerland. *Frontiers in Psychology*, *10*, 2129. https://doi.org/10.3389/fpsyg.2019.02129

Agyapong, B., Obuobi-Donkor, G., Burback, L., & Wei, Y. (2022). Stress, burnout, anxiety and depression among teachers: A scoping review. *International Journal of Environmental Research and Public Health*, *19*(17), 10706. https://doi.org/10.3390/ijerph191710706

Akın, U., Aydın, İ., Erdoğan, Ç., & Demirkasımoğlu, N. (2014). Emotional labor and burnout among Turkish primary school teachers. *The Australian Educational Researcher*, *41*(2), 155–169. https://doi.org/10.1007/s13384-013-0138-4

Aldrup, K., Carstensen, B., & Klusmann, U. (2023). The role of teachers' emotion regulation in teaching effectiveness: A systematic review integrating four lines of research. *Educational Psychologist*, *59*(2), 89–110. https://doi.org/10.1080/00461520.2023.2282446

Baatz, J., & Wirzberger, M. (2025). Resilience as a professional competence: A new way towards healthy teachers? *Social Psychology of Education*, *28*, 56. https://doi.org/10.1007/s11218-024-10010-8

Beames, J. R., Spanos, S., Roberts, A., McGillivray, L., Li, S., Newby, J. M., O'Dea, B., & Werner-Seidler, A. (2023). Intervention programs targeting the mental health, professional burnout, and/or wellbeing of school teachers: Systematic review and meta-analyses. *Educational Psychology Review*, *35*(1), 26. https://doi.org/10.1007/s10648-023-09720-w

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, *3*(2), 77–101. https://doi.org/10.1191/1478088706qp063oa

Burić, I., & Frenzel, A. C. (2020). Teacher emotional labour, instructional strategies, and students' academic engagement: a multilevel analysis. *Teachers and Teaching*, *27*(5), 335–352. https://doi.org/10.1080/13540602.2020.1740194

Chan, A. W. -Y., Leigh, T. -N., Böke, B. N., Wang, H., So, C. -N., & Heath, N. (2025). Evaluation of a wellness programme for preservice teachers in Hong Kong: Promoting educational excellence through resilience to stress (PEERS). *European Journal of Education*, *60*(1), e70018. https://doi.org/10.1111/ejed.70018

Chirico, F., Sharma, M., Zaffina, S., & Magnavita, N. (2020). Spirituality and prayer on teacher stress and burnout in an Italian cohort: A pilot, before-after controlled study. *Frontiers in Psychology*, *10*, 2933. https://doi.org/10.3389/fpsyg.2019.02933

Cigala, A., Venturelli, E., & Bassetti, M. (2019). Reflective practice: A method to improve teachers' well-being. A longitudinal training in early childhood education and care centers. *Frontiers in Psychology*, *10*, 2574. https://doi.org/10.3389/fpsyg.2019.02574

Collie, R. J. (2023). Teacher well-being and turnover intentions: Investigating the roles of job resources and job demands. *British Journal of Educational Psychology*, *93*(3), 712–726. https://doi.org/10.1111/bjep.12587

Corthorn, C., Pedrero, V., Torres, N., Reynaldos-Grandón, K., & Paredes, P. (2024). Mindfulness, teacher mental health, and well-being in early education: A correlational study. *BMC Psychology*, *12*(1), 428. https://doi.org/10.1186/s40359-024-01930-3

Dreer, B. (2023). On the outcomes of teacher wellbeing: A systematic review of research. *Frontiers in Psychology*, *14*. https://doi.org/10.3389/fpsyg.2023.1205179

Fayda-Kinik, F. S., & Kirisci-Sarikaya, A. (2025). Teachers' emotion regulation in the workplace: A comparative systematic review. *European Journal of Education*, *60*(2). https://doi.org/10.1111/ejed.70060

Frenzel, A. C., Daniels, L., & Burić, I. (2021). Teacher emotions in the classroom and their implications for students. *Educational Psychologist*, *56*(4), 250–264. https://doi.org/10.1080/00461520.2021.1985501

Glazzard, J., & Rose, A. (2020). The impact of teacher well-being and mental health on pupil progress in primary schools. *Journal of Public Mental Health*, *19*(4), 349–357. https://doi.org/10.1108/jpmh-02-2019-0023

Harding, S., Morris, R., Gunnell, D., Ford, T., Hollingworth, W., Tilling, K., Evans, R., Bell, S., Grey, J., Brockman, R., Campbell, R., Araya, R., Murphy, S., & Kidger, J. (2019). Is teachers' mental health and wellbeing associated with students' mental health and wellbeing? *Journal of Affective Disorders*, *242*, 180–187. https://doi.org/10.1016/j.jad.2018.08.080

Hascher, T., & Waber, J. (2021). Teacher well-being: A systematic review of the research literature from the year 2000–2019. *Educational Research Review*, *34*, 100411. https://doi.org/10.1016/j.edurev.2021.100411

Izquierdo, A., Pozo-Rico, T., Pérez-Rico, C., Fernández-García, C., Castejón, J., & Gilar-Corbi, R. (2025). Effectiveness of a training program on the psychological well-being and self-efficacy of active teachers, controlling for gender and experience. *Education Sciences*, *15*(3), 382. https://doi.org/10.3390/educsci15030382

Karakus, M., Toprak, M., Caliskan, O., & Crawford, M. (2024). Teachers' affective and physical well-being: emotional intelligence, emotional labour and implications for leadership. *International Journal of Educational Management*, *38*(2), 469–485. https://doi.org/10.1108/ijem-07-2023-0335

Kidger, J., Turner, N., Hollingworth, W., Evans, R., Bell, S., Brockman, R., Copeland, L., Fisher, H., Harding, S., Powell, J., Araya, R., Campbell, R., Ford, T., Gunnell, D., Murphy, S., & Morris, R. (2021). An intervention to improve teacher well-being support and training to support students in UK high schools (the WISE study): A cluster randomised controlled trial. *PLoS Medicine*, *18*(11), e1003847. https://doi.org/10.1371/journal.pmed.1003847

Kurrle, L. M., & Warwas, J. (2025). Teacher well-being—A conceptual systematic review (2020–2023). *Education Sciences*, *15*(6), 766. https://doi.org/10.3390/educsci15060766

Landis, J. R., & Koch, G. G. (1977). The measurement of observer agreement for categorical data. *Biometrics*, *33*(1), 159–174. https://doi.org/10.2307/2529310

Madigan, D. J., Kim, L. E., Glandorf, H. L., & Kavanagh, O. (2023). Teacher burnout and physical health: A systematic review. *International Journal of Educational Research*, *119*, 102173. https://doi.org/10.1016/j.ijer.2023.102173

Mo, S. (2024). Teacher well-being: A literature review. *Lecture Notes in Education Psychology and Public Media*, *54*(1), 326–337. https://doi.org/10.54254/2753-7048/54/20241620

Muehlbacher, F., & Hagenauer, G. (2023). Team teachers' emotions and their antecedents in the classroom. *European Journal of Teacher Education*, *49*(1), 65–83. https://doi.org/10.1080/02619768.2023.2293634

Noddings, N. (2003). Is teaching a practice? *Journal of Philosophy of Education*, *37*(2), 241–251. https://doi.org/10.1111/1467-9752.00323

Ozturk, M., Wigelsworth, M., & Squires, G. (2024). A conceptual model for teacher wellbeing: Towards a holistic understanding. *Cogent Education*, *11*(1), 2396156. https://doi.org/10.1080/2331186x.2024.2396156

Prevention is better than cure [Editorial]. (2022). *The Lancet Psychiatry*, *9*(8), 601. https://doi.org/10.1016/s2215-0366(22)00238-3

Ragoonaden, K. O., Cherkowski, S., Kutsyuruba, B., Walker, K., Claypool, T., Basch, J., & Godden, L. (2025). Teacher education, well-being and a sense of belonging. *Canadian Journal of Education/Revue Canadienne De L Éducation, 48*(4), 1313–1344.https://doi.org/10.53967/cje-rce.6959

Rahm, T., & Heise, E. (2019). Teaching happiness to teachers - development and evaluation of a training in subjective well-being. *Frontiers in Psychology*, *10*, 2703. https://doi.org/10.3389/fpsyg.2019.02703

Randall, K., Kwon, K., Ford, T. G., & Malek-Lasater, A. (2022). Physical well-being in early childhood teachers: correlates of work-related musculoskeletal issues and fitness among these "educational athletes." *Early Education and Development*, *34*(2), 551–571. https://doi.org/10.1080/10409289.2022.2049111

Saxer, K., Schnell, J., Mori, J., & Hascher, T. (2025). The relationship between student well-being and teacher–student and student–student relationships: A longitudinal approach among secondary school students in Switzerland. *Education Sciences*, *15*(3), 384. https://doi.org/10.3390/educsci15030384

Shepherd, J., Dewhirst, S., Pickett, K., Byrne, J., Speller, V., Grace, M., Almond, P., Hartwell, D., & Roderick, P. (2013). *Factors facilitating and constraining the delivery of effective teacher training to promote health and well-being in schools: A survey of current practice and systematic review* (Protocol). National Institute for Health Research (NIHR). https://www.ncbi.nlm.nih.gov/books/NBK262789/

Taxer, J. L., & Frenzel, A. C. (2015). Facets of teachers' emotional lives: A quantitative investigation of teachers' genuine, faked, and hidden emotions. *Teaching and Teacher Education*, *49*, 78–88. https://doi.org/10.1016/j.tate.2015.03.003

Thi, K. P. (2025). The relevance of John Dewey's pragmatism for educational innovation in contemporary Vietnam. *Cogent Education*, *12*(1). https://doi.org/10.1080/2331186x.2025.2510055

Wang, H., Hall, N. C., & King, R. B. (2021). A longitudinal investigation of teachers' emotional labor, well-being, and perceived student engagement. *Educational Psychology*, *41*(10), 1319–1336. https://doi.org/10.1080/01443410.2021.1988060

Wang, H., Hall, N. C., & Taxer, J. L. (2019). Antecedents and consequences of teachers' emotional labor: A systematic review and meta-analytic investigation. *Educational Psychology Review*, *31*(3), 663–698. https://doi.org/10.1007/s10648-019-09475-3

Wang, Y., Zai, F., & Zhou, X. (2025). The impact of emotion regulation strategies on teachers' well-being and positive emotions: A meta-analysis. *Behavioral Sciences*, *15*(3), 342. https://doi.org/10.3390/bs15030342

Yao, J., & Abdullah, M. N. L. Y. (2025). Five decades of teacher burnout research (1970–2024): A comprehensive bibliometric analysis. *Acta Psychologica*, *259*, 105318. https://doi.org/10.1016/j.actpsy.2025.105318