



# INTERNATIONAL JOURNAL OF CREATIVE RESEARCH THOUGHTS (IJCRT)

An International Open Access, Peer-reviewed, Refereed Journal

## Creativity And Mental Well-Being Of Teacher Trainees: A Psychological Perspective.

Dr. Dipmala Bhawal

Assistant Professor, Gangarampur B.Ed College, Gangarampur, Dakshin Dinajpur.

### ABSTRACT

Creativity is not limited to artists, writers, novelists, or musicians. It is a fundamental human capacity—the ability to generate ideas, expresses emotions, and approach situations in new ways. Whether through journaling, cooking, problem-solving at work, or redecorating a room, creative acts shape how we experience the world. Increasingly, research in psychology and neuroscience suggests that creativity is closely entangled with mental wellbeing, influencing how we manage stress, build resilience, and cultivate meaning. Increasingly, psychological research shows that creativity is deeply connected to mental wellbeing—not just as a form of self-expression, but as a powerful tool for emotional regulation, resilience, and personal growth. The study reveals the relationship between creativity and mental wellbeing of teacher trainees. An exploratory, analytical and evaluative research approach has been applied. Data was collected from trainee teachers throughout their performance, activities and/or face to face & interview method during their training course.

**Keywords:** Creativity; Mental Well-being; Teacher Trainees; Psychology

## INTRODUCTION

*“The highest education is that which does not merely give us information but makes our life in harmony with all existence.” — Rabindranath Tagore.*

Education plays a vital role in shaping individuals and societies, and teachers are the key agents in this process. The quality of education largely depends on the competence, creativity, and psychological well-being of teachers. Teacher trainees, who are preparing to enter the teaching profession, must develop not only pedagogical knowledge and teaching skills but also psychological qualities that help them adapt to the demands of the profession. Among these qualities, creativity and mental well-being are considered particularly important for effective teaching and professional growth.

Creativity refers to the ability to produce original ideas, think in flexible ways, and develop innovative solutions to problems. In the field of education, creativity enables teachers to design engaging learning experiences, use diverse teaching strategies, and respond effectively to the varied needs of learners. Creative teachers can make the teaching–learning process more interactive, meaningful, and motivating for students. For teacher trainees, developing creativity during their training period helps them build confidence, problem-solving abilities, and adaptability in classroom situations.

Mental well-being, on the other hand, refers to a state of psychological health in which individuals are able to realize their abilities, cope with normal stresses of life, work productively, and contribute to their community. It includes aspects such as emotional stability, self-esteem, resilience, and life satisfaction. Teacher trainees often face various academic pressures, professional expectations, and adjustments to new learning environments. Maintaining good mental well-being helps them manage stress effectively, remain motivated in their training, and develop a positive attitude toward their future profession.

From a psychological perspective, creativity and mental well-being are closely interconnected. Individuals who possess higher levels of creativity often demonstrate greater cognitive flexibility, openness to experience, and problem-solving skills. These qualities can enhance emotional balance and psychological resilience. Similarly, individuals with good mental well-being are more likely to express their ideas freely, take intellectual risks, and engage in creative activities. Therefore, creativity can contribute to mental well-being, while a positive psychological state can further enhance creative potential. In teacher education programs, it is important to create learning environments that encourage both creativity and psychological well-being.

## REVIEW RELATED LITERATURE

**Androshchuk et al. (2020)** studied on 'Creativity as a factor in the psychological well-being of teachers of higher educational institutions' and found that creativity contributes significantly to psychological well-being among teachers by promoting self-acceptance, autonomy, personal growth, and meaningful engagement in professional activities. The study also reported that teachers with higher creativity levels tend to demonstrate greater life satisfaction and stronger interpersonal relationships. **Karwowski, M., & Lebuda, I. (2021)**. Studied on Creative self-efficacy and mental well-being among university students' and indicate that creative self-efficacy plays a mediating role between personality traits and mental well-being. Individuals who believe in their creative abilities tend to experience higher psychological well-being and demonstrate greater openness to new experiences and problem-solving strategies. **Saini (2024)** conducted a study on the emotional well-being of teacher educators in Delhi. The research used an Emotional Well-Being Scale to assess the psychological state of 100 teacher educators working in different types of B.Ed. institutions. The findings revealed that teacher educators experience challenges in maintaining emotional balance due to professional responsibilities and workload. The study also found that institutional type and teaching experience influence emotional well-being levels, suggesting the need for supportive psychological environments in teacher education institutions. **Kundu and Bej (2024)** investigated the relationship between mental health and teaching efficacy among Indian school teachers. Using a moderated mediation model, the study found that teachers' mental health positively influences teaching effectiveness. Emotional intelligence played a mediating role, while teacher autonomy strengthened this relationship. The study highlights that psychological factors are critical for both effective teaching and the well-being of educators. **Lahodzinska(2024)** Studied on 'The impact of the creative potential of educational staff on their mental health and subjective well-being' and reported that creative thinking and creative attitudes toward the teaching profession are positively related to mental health and subjective well-being among educational staff. The findings revealed that individuals with higher creativity levels experience lower anxiety and frustration and demonstrate stronger internal control over their psychological health. **Sharifovich (2025)** examined on 'Psychological mechanisms for enhancing creativity in future music teachers'. The study explains creativity among future music teachers and identified emotional intelligence, intrinsic motivation, cognitive flexibility, and self-efficacy as key psychological predictors of creative engagement. The study emphasized that teacher training programs that encourage reflective practices and autonomy-supportive learning environments significantly enhance creative performance among teacher trainees. **Wang, Y., & colleagues. (2025)** examines the interaction between well-being, creativity, and engagement in teaching. A study on English-language teachers revealed that creativity and well-being are positively related to work engagement. Teachers who experience higher well-being tend to show greater creative involvement in their teaching practices, which ultimately improves educational outcomes and professional satisfaction. **Mythily, Vinay, Harish, Upadhya, and Singh (2025)**

examined the holistic well-being of teachers in South India. Their cross-sectional study of 552 teachers explored physical, mental, and social aspects of well-being. The results indicated that although teachers generally reported good social well-being, occupational stress and health concerns were significant factors influencing their mental health. The authors emphasized the importance of improving psychological support systems to enhance teachers' overall well-being.

### **RESEARCH GAP**

Several studies suggest that creativity is closely associated with psychological well-being and personal growth. Overall, existing literature suggests that creativity and mental well-being are strongly interconnected psychological constructs. Creativity enhances psychological resilience, emotional regulation, and problem-solving ability, while positive mental health creates a supportive psychological environment for creative thinking and innovation. However, relatively fewer studies have focused specifically on teacher trainees. Therefore, further research is necessary to examine how creativity influences the mental well-being of teacher trainees and how teacher education programs can foster both creativity and psychological health.

### **OBJECTIVES**

1. To explore the level of creativity among teacher trainees.
2. To evaluate the necessity of mental well-being of teacher trainees.
3. To explore the relationship between creativity and mental well-being among teacher trainees.
4. To assess the psychological factors that influence creativity and mental well-being of teacher trainees.
5. To suggest strategies to enhance creativity and mental well-being in teacher education programs.

### **METHODOLOGY**

The methodology followed in present study is exploratory, analytical and evaluative. The study will explore the level of creativity among teacher trainees and the relationship between creativity and mental well-being among teacher trainees. It will evaluate the necessity of mental well-being of teacher trainees along with the psychological factors that influence creativity and mental well-being of teacher trainees. Again the study will analyze about the strategies to enhance creativity and mental well-being in teacher education programs.

## DATA COLLECTION

- (I) Primary Source: Data had been collected from the interview and observation of Teacher Trainees of Dakshin Dinajpur District in West Bengal.
- (II) Secondary Source: Articles, Journals, Mass Media & Social Media Platforms.
- (III) Techniques: An open ended personal interview, observation and applying (Face to Face mode) technique were used for the collection of data.
- (IV) Population: Teacher Trainees of Dakshin Dinajpur District in West Bengal.
- (V) Sample: 150 number of teacher trainees from Dakshin Dinajpur District in West Bengal refers here as sample of the study.

## OBJECTIVES WISE ANALYSIS AND INTERPRETATION

### 1. level of Creativity among Teacher Trainees

Creativity is an essential psychological attribute that plays a significant role in the professional development of teachers. In the context of teacher education, creativity refers to the ability of teacher trainees to generate innovative ideas, adopt flexible teaching strategies, and design meaningful learning experiences for students. Assessing the level of creativity among teacher trainees is important because it helps to understand how prepared future teachers are to meet the dynamic and diverse demands of modern classrooms.

Teacher trainees are expected to develop not only subject knowledge and pedagogical skills but also creative thinking abilities that enable them to approach teaching in innovative ways. Creativity allows teacher trainees to explore new teaching methods, integrate technology effectively, and develop engaging instructional materials. Therefore, evaluating the level of creativity among teacher trainees provides insight into their ability to think independently, solve problems creatively, and adapt to different educational situations.

From a psychological perspective, creativity involves several cognitive and personality factors such as divergent thinking, imagination, originality, curiosity, and openness to experience. By assessing the creativity level of teacher trainees in Dakshin Dinajpur District, researcher found that the elements of creativity are present among individuals undergoing teacher training is satisfactory. Assessment also evidenced in identifying that the teacher education programs are effectively fostering creativity among teacher trainees. Although, their lack of interest, lack of attention, lack of motivation and lack of priority also assessed for actively engagement with the field.

## 2. Mental Well-Being of Teacher Trainees

Mental well-being is an important psychological factor that influences the personal and professional development of individuals. In the context of teacher education, mental well-being refers to the emotional, psychological, and social state of teacher trainees that enables them to function effectively in their academic and professional environments. Evaluating the mental well-being of teacher trainees is essential because it helps to understand their ability to manage stress, maintain emotional balance, and develop a positive outlook toward their future teaching career.

Teacher trainees often face various challenges during their training period, such as academic workload, teaching practice, classroom management, and the pressure to perform effectively in examinations and practicum assessments etc. These responsibilities may sometimes create stress, anxiety, or emotional strain. Therefore, assessing the mental well-being of teacher trainees helps to determine how well they are coping with these challenges and whether they possess the psychological resilience required for the teaching profession.

Researcher observed that mental well-being includes several components from a psychological perspective such as self-esteem, emotional stability, life satisfaction, positive relationships, and the ability to cope with everyday stress. Evaluating these aspects among teacher trainees provides valuable insights into their overall psychological health. Again researcher identifies individuals who may require emotional support, counseling, or guidance to maintain a healthy mental state during their training. And guided them accordingly and design supportive learning environments and implement programs that promote psychological health among teacher trainees. Result of applying such activities shows that participating in co-curricular activities, attending workshops related to mental health, stress-management, mentoring programs, reflective practices, and peer collaboration improves their confidence level as well as the mental well-being of trainees. Hence, it can be evaluate that when teacher trainees maintain good mental health, they are more likely to remain motivated, confident, and committed to their future profession.

## 3. Relationship between Creativity and Mental Well-Being

*“Learning gives creativity, creativity leads to thinking, thinking provides knowledge, and knowledge makes you great.”— A. P. J. Abdul Kalam.* The study conducted among teacher trainees in the Dakshin Dinajpur District revealed a significant relationship between creativity and mental well-being. The analysis of the collected data indicates that trainees who demonstrated higher levels of creativity also tended to show better mental well-being. This suggests that creative thinking and expression may play an important role in maintaining positive psychological health among teacher trainees. Furthermore, the findings imply that encouraging creative activities in teacher training programs can contribute to improving the emotional

balance, confidence, and overall mental wellness of future teachers. Therefore, creativity can be considered an important factor influencing the mental well-being of teacher trainees.

At the same time, individuals with good mental well-being are more likely to think clearly, remain motivated, and feel confident, which can enhance their creative abilities. Thus, creativity and mental well-being can support and strengthen each other.

In the context of teacher trainees, creativity can help them develop innovative teaching methods and problem-solving skills, while good mental well-being helps them manage academic pressure, maintain emotional balance, and perform effectively in their professional training. Therefore, creativity and mental well-being are closely related and play an important role in the personal and professional development of teacher trainees.

#### **4. Psychological Factors that Influence Creativity and Mental Well-Being in Teacher Trainees**

The study conducted among teacher trainees in Dakshin Dinajpur District explored the psychological factors that influence creativity and mental well-being. The findings revealed that several psychological factors such as self-confidence, emotional stability, motivation, and positive thinking play an important role in enhancing both creativity and mental well-being among teacher trainees. Trainees who demonstrated higher levels of these psychological characteristics were found to be more creative and also exhibited better mental well-being. The results suggest that a supportive psychological environment and the development of positive personal traits can contribute significantly to improving creativity and maintaining good mental health among teacher trainees. Several **psychological factors** influence both **creativity** and **mental well-being** among teacher trainees. These factors affect how individuals think, feel, and respond to learning and teaching situations. Some important psychological factors include:

- **Self-confidence**

Teacher trainees with higher self-confidence are more willing to express new ideas, experiment with teaching methods, and engage in creative thinking. Confidence also supports better mental well-being.

- **Motivation**

Intrinsic motivation (interest and enjoyment in tasks) encourages trainees to think creatively and remain mentally positive and engaged in their training.

- **Emotional Stability**

Emotional stability helps individuals manage stress and maintain balanced emotions, which supports both creative thinking and good mental health.

- **Positive Attitude**

A positive outlook toward learning and problem-solving encourages innovative thinking and contributes to psychological well-being.

- **Self-efficacy**

Belief in one's ability to succeed in teaching tasks promotes creativity in lesson planning and strengthens mental well-being.

- **Stress Management Ability**

Teacher trainees who can effectively manage stress are more likely to maintain mental well-being and think creatively in challenging situations.

- **Openness to Experience**

Individuals who are open to new ideas, experiences, and perspectives tend to show higher creativity and better psychological adjustment.

- **Resilience**

The ability to cope with challenges and setbacks helps trainees maintain mental well-being and continue exploring creative solutions.

Together, these psychological factors play an important role in shaping the creative abilities and mental well-being of teacher trainees and helping them to become more effective and emotionally balanced future teachers.

## 5. **Strategies to Enhance Creativity and Mental Well-Being in Teacher Education Programs**

To enhance creativity and mental well-being in teacher education programs, several practical strategies can be adopted to support the personal and professional development of teacher trainees. Those are as follows-

- **Integrating Creative Teaching Methods**

Teacher education programs should encourage innovative teaching approaches such as project-based learning, brainstorming, storytelling, role-playing, and problem-solving activities. These methods help trainees think creatively and develop flexible teaching skills.

- **Promoting a Supportive Learning Environment**

A positive and supportive classroom environment allows trainees to express their ideas freely without fear of criticism. Encouraging open discussion and collaboration can boost creativity and improve emotional well-being.

- **Providing Mental Health Awareness Programs**

Workshops, seminars, and counseling services related to stress management, emotional regulation, and mental health awareness can help teacher trainees maintain psychological well-being during their training.

- **Encouraging Reflective Practices**

Activities such as reflective journals, self-assessment, and group reflection sessions help trainees understand their thoughts, emotions, and experiences. Reflection improves self-awareness and promotes creative thinking.

- **Incorporating Art and Creative Activities**

Including activities like drawing, music, dance, drama, storytelling, and creative writing in teacher training programs can enhance creativity and also provide a healthy way to express emotions.

- **Developing Problem-Solving Skills**

Training programs should include tasks that require critical thinking and problem-solving. These activities encourage innovative thinking and help trainees manage challenges more effectively.

- **Promoting Mindfulness and Relaxation Techniques**

Practices such as meditation, yoga, and breathing exercises can reduce stress, improve concentration, and support the mental well-being of teacher trainees.

- **Encouraging Collaboration and Peer Learning**

Group work, peer discussions, and collaborative projects allow trainees to exchange ideas, learn from each other, and develop creative solutions while also building supportive relationships.

- **Providing Opportunities for Innovation in Assignment's, Practicum's and Teaching Practice**

During assignment, practicum writing and teaching practice, trainees should be encouraged to applying their own thinking process for creating assignments, writing practicum's, design lesson plans, making teaching learning materials (TLM) and try creative instructional strategies, which can increase confidence and creativity.

- **Mentorship and Guidance**

Experienced teacher educators and mentors can guide teacher trainees, provide constructive feedback, and help them manage academic and professional challenges, which support both creativity and mental well-being.

Overall, implementing these strategies in teacher education programs can help to develop creative, confident, and mentally healthy future teachers.

## CONCLUSION

**“It is the supreme art of the teacher to awaken joy in creative expression and knowledge.”**

— Albert Einstein. The importance of creativity and mental well-being among teacher trainees indicate that creativity plays a significant role in enhancing the psychological health of trainees, while good mental well-being supports the development of innovative thinking and effective problem-solving abilities. The relationship between creativity and mental well-being suggests that both factors are interconnected and mutually supportive in the professional development of future teachers.

The study conducted among teacher trainees in Dakshin Dinajpur District also emphasizes that various psychological factors such as self-confidence, motivation, emotional stability, and positive attitude influence both creativity and mental well-being. When these factors are nurtured within teacher education programs, trainees are more likely to develop creative teaching skills and maintain better emotional balance. Therefore, it is essential for teacher education institutions to adopt strategies that promote creative thinking, provide psychological support, and create a positive learning environment. By integrating such practices into training programs, institutions can help to develop competent, innovative, and mentally healthy teachers who can better handle the challenges of the future nation.

## REFERENCES

1. Androshchuk, I., Balakhtar, V., Balakhtar, K., & Oleshko, P. (2020). Creativity as a factor in the psychological well-being of teachers of higher educational institutions. *The New Educational Review*, 60, 191–202.
2. Diener, E., Oishi, S., & Lucas, R. E. (2003). Personality, culture, and subjective well-being. *Annual Review of Psychology*, 54(1), 403–425.
3. Lahodzinska, V. (2024). The impact of the creative potential of educational staff on their mental health and subjective well-being. *Psychological Journal*, 10(4).
4. Mythily, M. R., Vinay, M., Harish, B. R., Upadhya, K. G., & Singh, S. (2025). Exploring the holistic well-being of teachers: A preliminary investigation of a key professional group in South India. *International Journal of Community Medicine and Public Health*, 12(7), 3292–3296. <https://doi.org/10.18203/2394-6040.ijcmph20252131>
5. Saini, N. (2024). A study of the emotional well-being of teacher educators in Delhi. *International Education and Research Journal*.
6. Sharifovich, R. A. (2025). Psychological mechanisms for enhancing creativity in future music teachers. *PsychoHealth: Scientific Journal of Psychology and Mental Health*, 1(1), 53–62.

7. Sharma, R. A. (2010). *Fundamentals of educational psychology*. Surya Publications.
8. Sternberg, R. J. (2006). *Creativity and development*. Oxford University Press.
9. Wang, Y., & colleagues. (2025). Exploring the interplay between well-being, mindfulness, creativity, and work engagement among EFL teachers. *Thinking Skills and Creativity*, 56, 101697.
10. Karwowski, M., & Lebuda, I. (2021). Creative self-efficacy and mental well-being among university students. *Personality and Individual Differences*, 181, 111444
11. Kundu, A., & Bej, T. (2024). Relationship between mental health and teaching efficacy of Indian school teachers: A moderated mediation model of autonomy and emotional intelligence. *Journal of School and Educational Psychology*, 4(1), 11–29. <https://doi.org/10.47602/josep.v4i1.71>
12. Kundu, C. L., & Tutoo, D. N. (2000). *Educational psychology*. Sterling Publishers.
13. NCERT. (2005). *National curriculum framework 2005*. National Council of Educational Research and Training.
14. Ryff, C. D. (1989). Happiness is everything, or is it? Explorations on the meaning of psychological well-being. *Journal of Personality and Social Psychology*, 57(6), 1069–1081.
15. UNESCO. (2015). *Rethinking education: Towards a global common good?* UNESCO Publishing.

