



# Preservice Preschool Teachers' perspectives on the Psychological Well-being of Pre-schoolers

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## Abstract

The school has a vital role to play in developing well-being and it should be a major goal of education. The aim of the present study was to generate knowledge about how psychological well-being of children in preschool education is understood by pre-service preschool teachers. In particular, it explores their views on the importance of cultivating psychological well-being in preschool age, the significance of several skills and competencies for developing preschoolers' psychological well-being, the obstacles to promoting it, as well as the characteristics and skills that preschool educators that should have in order to be able to promote the psychological well-being of preschool children. The research sample consisted of 135 pre-service preschool teachers. A questionnaire based on the relevant literature review was used as a data collection tool. The results indicate that pre-service teachers suggest that the perception of emotions, constructive emotion expression and cooperation skills are very important skills that should be cultivated for developing psychological well-being. Emotional intelligence, empathy and communications skills are among the competencies that preschool educators should possess according to preservice preschool teachers' perceptions for promoting children's well-being. The absence of teachers' training in mental health issues and emotional literacy skills, the pressure for achieving learning goals and the absence of teacher emotional well-being are among the main obstacles that hinder the promotion of children's psychological well-being. Research findings may be utilized to the design of preschool education curricula that should prioritize preschoolers' well-being.

**Keywords:** psychological wellbeing, preservice teachers, preschool