

Research Article

Correlation between Social Engagement (Being a Social Butterfly) and Emotional Wellbeing of Student-Teachers

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Abstract

The study entitled “*Correlation between Social Engagement (being a Social Butterfly) and Emotional Wellbeing of Student-Teachers*” investigates how the social engagement patterns of student-teachers relate to their emotional stability, positive affect and overall wellbeing. This Study examines the relationship between social butterfly characterised as being enthusiastic, interpersonal interaction and comfort in group communication and emotional wellbeing among student-teachers. Emotionally strong person is able to handle stress effectively and they remain calm, composed and balanced even in difficult situations. Such individuals bounce back quickly from challenges and continue moving forward with confidence. A sample of 300 student-teachers were selected through simple random sampling from Teacher-Education Institutions. Social Engagement (Social butterfly) tool (2025) is a self-constructed tool by the investigator with five-point Likert scale. Emotional Wellbeing tool (2025) is a self-constructed tool by the investigator with five point Likert scale. Statistical analyses include correlation and independent t-tests based on gender and family type. Results revealed a positive correlation between social engagement (being a social butterfly) and emotional wellbeing, indicating that higher levels of sociability strongly relate to better emotional functioning. Findings indicated significant difference based on gender and family type. The findings of the study have important educational implications for teacher education programmes. Since a positive relationship was found between social engagement (being a social butterfly) and emotional wellbeing, it is essential for institutions to create learning environments that encourage active social interaction, group communication and

collaborative learning. Activities such as group discussions, peer teaching, seminars and cooperative projects can help student-teachers develop interpersonal skills and enhance their emotional stability.

Keywords: Social Engagement, Social Butterfly, Emotional Wellbeing, Student-Teachers

Introduction

The process of becoming an effective teacher extends beyond acquiring pedagogical skills; it encompasses social adaptability, emotional maturity and the development of professional identity. Teacher-Educator continually navigate dynamic interpersonal environments that require empathy, communication and collaboration. Individuals who display a high degree of sociability often referred to as “social butterflies” thrive in such interactive settings because they exhibit openness, enthusiasm and comfort in engaging with peers and mentors.

Human beings are inherently social this forms the basis of socialisation, through which norms, behaviours and emotional patterns are learned. Early experiences within families and schools shape social identity and interpersonal competence, which later influence adult roles such as teacher, parent, team member, leader etc. Socialisation in Teacher-Education Programmes cultivates teamwork, communication and emotional intelligence that support both academic success and relational harmony.

A social butterfly student-teacher acts as a facilitator of positive peer engagement and collaborative learning. Their interactions reinforce emotional support networks, essential for navigating academic and practicum-related challenges. Emotional wellbeing, defined as the ability to manage emotions, maintain resilience and experience life satisfaction, plays an essential role in teachers’ professional efficacy. In Teacher-Education contexts, emotional wellbeing strengthens classroom management, teacher–student relationships and pedagogical decision-making.

Background of the Study

Teacher Education is a socially constructed space where student-teachers continuously interact, observe and learn professional norms. Their social experiences

influence emotional development, coping strategies and their ability to maintain psychological balance. Being a Social butterfly is characterised as being expressiveness, friendly and active social involvement further gets beneficial from expanded peer networks and stronger emotional support. These qualities enhance learning, collaboration and practical teaching performance.

Emotional wellbeing is closely linked to mental health, emotional intelligence and social connectedness. Student-teachers with high emotional wellbeing experience greater life satisfaction, motivation and resilience qualities essential for effective teaching. Daily classroom encounters evoke complex emotional responses, requiring student-teachers to regulate both positive and negative emotions. Prosocial behaviour, emerging from healthy emotional development, further enhances collaboration and contributes to positive academic climates.

In teacher-education settings, social behaviour and emotional wellbeing operate as interdependent constructs. Emotional Intelligence Theory explains how social awareness and empathy reinforce emotional stability. Social Learning Theory highlights how observational learning and interpersonal experiences shape professional identity. Thus, Student-Teacher with adequate knowledge tend to contribute positive professional and thereby to academic settings. Positive Psychology affirms that wellbeing is nurtured through relationships, engagement and meaningful accomplishment. Together, these frameworks reveal that being a social butterfly fosters emotional resilience, motivation and supportive interactions all crucial to student-teacher success.

This study, therefore, investigates how the traits associated with being a social butterfly relate to emotional wellbeing of student-teachers, addressing a vital component of teacher-development processes.

Review of Related Studies

The Patna Women's College module highlights that positive interactions during childhood foster confidence, communication skills and prosocial tendencies. The document underscored that social competence is reinforced during adolescence and higher education, shaping the individual's ability to collaborate and engage in professional communities.

Alluru and Suneela (2024) examined how emotional competence and teacher self-efficacy relate to the wellbeing of pre-service teachers. The results shows that individuals with higher emotional competence experience reduced stress, greater confidence in teaching tasks and better overall emotional wellbeing.

Guy-Evans (2023) presented a conceptual examination of the process of socialization patterns across life stages. Further the result shows that through repeated interactions within family, school and peer groups, individuals internalize social expectations that shape later social behaviour and emotional adjustment. The work emphasized that socialization is not a passive process but a dynamic exchange where individuals actively interpret social cues.

Gopal (2022) examined the influence of mental health on personal strengths and coping strategies among student-teachers. The findings suggest that those with strong mental health display healthier coping behaviours and greater resilience when dealing with academic stress.

Tintori et al. (2021) investigated how socialization influence children's prosocial behaviours such as helping, sharing and cooperation. Further their findings reveals that supportive family environments, emotional communication and exposure to positive role models significantly predicted higher prosocial tendencies. And the study also shows that strong early socialization experiences foster empathy and interpersonal responsiveness.

Jyoti (2020) investigated how emotional intelligence relates to teacher effectiveness and wellbeing among secondary school teachers. The study reveals that higher emotional intelligence has strong emotional stability, improved job performance and reduced stress.

Menaha (2019) examined the influence of self-reflection and mental health on the social commitment of B.Ed student-teachers. The findings reveals that higher self-reflection supports better emotional balance and prosocial attitudes. Improved mental health pave way to greater commitment with social responsibilities within educational institutions.

Parkash (2014) investigated wellbeing in relation to mental health, emotional intelligence and socio-economic status among teacher educators. Results shows that emotional intelligence significantly leads to psychological wellbeing, while lower mental health issues contributed to greater professional satisfaction.

Valkenburg and Peter (2011) analysed how globalization, digital communication and shifting family structures have altered contemporary socialization patterns. These findings revealed that children and young adults increasingly develop social behaviours through mediated environments such as online groups and community platforms. Further it can be observed that rapid change in social norms requires stronger adaptability and interpersonal skills.

Research Questions

- Is there a significant correlation between social engagement and emotional well-being among student-teachers?
- Do male and female student-teachers differ in their social engagement and emotional well-being?
- Are there significant differences in social engagement and emotional well-being among student-teachers based on their family type?

Need for the Study

Although extensive research exists on emotional intelligence, mental health and social competence, the relationship between being a social butterfly and emotional wellbeing among student-teachers remains underexplored. Existing studies investigate these constructs separately, but little attention has been given to how enthusiastic social engagement contributes to emotional stability within teacher-training contexts. With increasing emotional challenges and social isolation among students, understanding this link is essential for designing effective social-emotional interventions in teacher-education institutions.

Objectives of the Study

- To determine the relationship between social engagement (social butterfly) and emotional wellbeing of student-teachers.
- To compare the social engagement (social butterfly) and emotional wellbeing of student-teachers based on gender.
- To examine the difference in social engagement (social butterfly) and emotional wellbeing of student-teachers based on family type.

Hypotheses

1. There is a significant positive relationship between social engagement (social butterfly) and emotional wellbeing of student-teachers.
2. There is no significant difference in social engagement (social butterfly) and emotional wellbeing of student-teachers based on gender.
3. There is no significant difference in social engagement (social butterfly) and emotional wellbeing of student-teachers based on family type

Methodology

Nature of the Study

The study adopts a correlational research design to examine the relationship between being a social butterfly and emotional wellbeing among student-teachers.

Variables

- **Independent Variable:** Social Engagement (Social Butterfly Behaviour)
- **Dependent Variable:** Emotional Wellbeing

Population and Sample

The sample consists of **300 student-teachers** selected using simple random sampling technique.

Tools Used

Social Engagement (Social Butterfly Behaviour Scale) (Tool 1)

The Social Butterfly Behaviour Scale was developed to measure the level of sociability and interpersonal engagement among student-teachers. The scale consists of 25 positive statements that reflect behaviours associated with socially active individuals. The scale follows a five-point Likert type format ranging from *Strongly Disagree (1)* to *Strongly Agree (5)*. The total score is obtained by summing the responses to all items, with higher scores indicating a higher level of social butterfly behaviour.

Emotional Well-Being Scale (Tool 2)

The Emotional Wellbeing Scale was developed to assess the emotional functioning of student-teachers. The scale consists of 25 positive statements designed to measure key aspects of emotional wellbeing. The tool consists of 25 positive statements and follows a five-point Likert type scale with response options ranging from *Never (1)* to *Always (5)*. The total score is obtained by summing the responses to all items, where higher scores indicate a higher level of emotional wellbeing.

Cronbach's Alpha method was adopted to determine the reliability of the tools used to measure social engagement (being a social butterfly behaviour scale) had a coefficient value of 0.997 and emotional wellbeing had a value of 0.937 indicating both the tools to be reliable measures for assessing social engagement and emotional wellbeing of student-teachers

Statistical Techniques

Correlation and independent sample t-tests were used. Data were analysed using values provided in the statistical output.

Findings & Results

Relationship

Table 1: Showing correlation between social Engagement (being a social butterfly) and emotional wellbeing of student-teachers N=300

Variables	Social Engagement	Emotional Wellbeing
Social Engagement	1	0.778
Emotional Wellbeing	0.778	1

It could be inferred from the above table that there exists significant Positive relationship between social Engagement (being a social butterfly) and emotional wellbeing of student-teachers at 0.01 level. Indicating an improvement in social interaction tend to increase their ability to maintain emotional well-being.

Table 2: Showing significance mean difference in the social Engagement (being a social butterfly) and emotional wellbeing based on gender.

Variables	Gender	N	Mean	Std. Deviation	Std. Error Mean	t
Social Engagement	Female	125	87.952	14.745	1.3188	3.344
	Male	175	76.371	14.746	1.0693	
Emotional Wellbeing	Female	125	89.143	14.959	1.1308	8.98
	Male	175	78.376	15.001	1.4285	

It could be inferred from the mean value of social engagement that female student-teachers with mean value of 87.952 were found to have a better social engagement ability compared to male student-teacher. Similarly, with 89.143 mean value female student teachers were found to be better than male student teachers in emotional wellbeing aspects.

Table 3: Table 3: Showing significance mean difference in the social Engagement (being a social butterfly) and emotional wellbeing based on family type.

	Family	N	Mean	Std. Deviation	Std. Error Mean	T
Social Engagement	Nuclear	241	78.295	14.625	0.9421	6.776
	Joint	59	88.915	13.356	1.7388	
Emotional Wellbeing	Nuclear	241	69.224	15.772	1.016	5.415
	Joint	59	89.153	13.804	1.7971	

The Present study highlights that the mean value of 88.915 with social engagement of joint family student-teachers is higher than compared to the student-teachers from nuclear family. On analysing their emotional wellbeing aspects with their family type, it could be inferred that student-teacher from joint family type with the mean value of 89.153, tend to be emotionally stable compared to the student-teachers of nuclear family.

The significant variations observed across gender and family type further emphasize the influence of personal and social background factors on social behaviour and emotional health. The results underscore the importance of promoting healthy social interaction and emotional wellbeing within teacher education programmes to support the holistic development of future teachers

Educational Implications

Teacher-education institutions must foster social-emotional learning by encouraging collaborative activities, group discussions and mentorship networks that strengthen emotional resilience. Student-teachers with strong social engagement tend to adapt better, manage stress effectively and participate more actively in peer learning. Institutions should integrate wellbeing programs, counselling support and reflective practices to enhance emotional balance. Cultivating sociability and emotional wellbeing will contribute to improved teacher performance, healthier classroom environments and long-term professional success. The findings of the present study have important educational implications for teacher education and the holistic development of student-teachers. The significant positive relationship between being a social butterfly and emotional wellbeing indicates that social engagement plays a crucial role in enhancing emotional stability, optimism and psychological balance among future teachers. Since, teaching is an emotionally demanding and socially interactive profession, fostering healthy social behaviour during teacher preparation can contribute meaningfully to professional competence and personal wellbeing.

Teacher Education Institutions need to create learning environments that actively promote positive social interaction among student-teachers. Collaborative activities such as group discussion, peer learning and participatory classroom activities are more likely to develop confidence, interpersonal sensitivity and emotional resilience. Such socially enriched environments can reduce feelings of isolation, stress and emotional fatigue, thereby

supporting better emotional wellbeing. These findings suggest that structured social engagement within academic settings can serve as an effective means of nurturing emotionally healthy future teachers.

The observed differences based on gender and family type further suggest that social and emotional development is influenced by personal and contextual factors. Educational institutions should adopt inclusive and supportive practices that recognize individual differences among student-teachers. Providing equal opportunities for social participation, emotional expression and institutional support can help bridge disparities arising from background factors. A nurturing institutional climate can compensate for varied social exposures and contribute to emotional balance among all student-teachers.

From a pedagogical perspective, socially confident and emotionally well-balanced teachers are more likely to establish positive classroom relationships, communicate effectively and create inclusive learning environments. The findings imply that encouraging social engagement during teacher training can indirectly enhance teaching effectiveness and classroom management skills. Teachers who are emotionally healthy and socially responsive are better equipped to understand students' needs, collaborate with colleagues and adapt to contemporary educational contexts.

At an institutional level, the study underscores the need to foster a positive academic culture that values interaction, collaboration and emotional safety. Institutions that encourage open communication, teamwork and mutual support can enhance the overall wellbeing and professional readiness of student-teachers. Such environments not only improve academic outcomes but also contribute to long-term professional commitment and satisfaction in the teaching profession.

Overall, the findings emphasize that social behaviour and emotional wellbeing are interconnected dimensions that significantly influence the development of effective teachers. Recognizing and nurturing these dimensions within teacher education can contribute to the preparation of emotionally resilient, socially competent and professionally effective teachers who are capable of meeting the diverse challenges of contemporary education.

Conclusion

Sociability enhances emotional resources, strengthens coping abilities and contributes to professional identity formation. Emotional wellbeing, in turn, reinforces social engagement, forming a mutually supportive cycle essential for effective teaching. The results emphasise the importance of integrating social engagement and emotional wellbeing initiatives within teacher education programmes. Developing socially confident and emotionally balanced teachers will ultimately contribute to healthier classroom environments, improved teaching effectiveness, and better educational outcomes. As there exist a direct relationship between social engagement and emotional wellbeing, Educational Institutions and future teachers of this Nation must always consider in developing their social skills, communication skills and teamwork skills to make their own boundaries bigger so that their emotional stability, self-esteem and emotional resilient are build stronger which help to produce an inspiring Teacher which is the only have to have an aspiring student. In conclusion, the study demonstrates that sociability and emotional wellbeing are interconnected dimensions that significantly influence the professional and personal development of future teachers.

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