



Counseling-Oriented Health Literacy and Psychological Well-Being among Pre-Service Primary School Teachers: A Single-Group Pretest-Posttest Study

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Abstract: Psychological well-being is a crucial factor for pre-service primary school teachers, particularly during the early stages of professional preparation when academic demands and adjustment challenges are prominent. Counseling-oriented health literacy has been suggested as an effective approach to support positive psychological functioning; however, empirical evidence within teacher education settings remains limited. This study aimed to examine changes in health literacy and psychological well-being following a counseling-oriented health literacy intervention among pre-service primary school teachers. This study employed a single-group pretest–posttest design involving 40 first-semester Primary School Teacher Education (PGSD) students. Participants completed measures of health literacy and psychological well-being before and after participating in the Health Literacy Counseling Module (HL-C), delivered in two brief sessions over one week, using interactive lectures, discussion, and role-play. Data were analyzed using paired-samples t-tests and Pearson correlation analysis. The results showed a significant increase in health literacy and psychological well-being after the intervention, with large effect sizes. In addition, changes in health literacy were moderately and positively associated with changes in psychological well-being. These findings provide preliminary empirical evidence that counseling-oriented health literacy functions not only as an educational strategy but also as a brief psychological intervention to support positive functioning in early teacher education.

KEYWORDS: *Health literacy, psychological well-being, counseling positivism, pre-service primary school teachers, teacher education*

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INTRODUCTION

Psychological well-being has become a central concern in educational and counseling research, particularly among pre-service teachers who are preparing to enter demanding professional roles. Early stages of teacher education are frequently characterized by academic pressure, role adjustment, and the formation of professional identity, which may place students at risk of psychological distress if not adequately supported (Maghfirotus et al., 2023). For pre-service primary school teachers, psychological well-being is essential because it influences learning

engagement, motivation, resilience, and readiness to perform future teaching responsibilities effectively (Tina Hascher, 2025).

From a positive psychology perspective, psychological well-being is conceptualized not merely as the absence of psychological distress, but as a multidimensional construct encompassing positive functioning, purpose in life, self-acceptance, and effective management of daily challenges (Blasco-Belled, 2022). Empirical studies in educational contexts have demonstrated that higher levels of psychological well-being among teacher candidates are associated with better self-regulation, adaptive coping strategies, and stronger professional commitment (Craig et al., 2025). Consequently, counseling-oriented approaches that emphasize strengths, empowerment, and positive functioning are increasingly recognized as preventive strategies to support mental health in teacher education programs (Karakasidou et al., 2025).

One important factor that has gained increasing attention in relation to psychological well-being is health literacy. Health literacy refers to individuals' abilities to access, understand, appraise, and apply health-related information to make informed decisions for maintaining and improving health (Pant & Rastogi, 2024). Adequate health literacy has been associated with healthier behaviors, improved stress management, and enhanced psychological well-being across diverse populations (Organization, 2021). Among pre-service teachers, health literacy is particularly relevant because it not only affects their personal well-being but also shapes their future capacity to act as health role models and facilitators of health-promoting behaviors in primary school settings (Paakkari & Dadaczynski, 2020).

Despite growing recognition of the importance of health literacy in educational contexts, existing research in teacher education has predominantly focused on descriptive assessments of health knowledge or awareness (Rumenapp et al., 2023). Many health education initiatives remain instructional in nature, emphasizing the transmission of information rather than the development of internal resources such as self-reflection, goal setting, and coping skills (Nutbeam, 2020). As a result, the potential of health literacy interventions to enhance psychological well-being through counseling-based and empowerment-oriented processes has not been fully explored, particularly among pre-service primary school teachers.

Counseling-oriented health literacy approaches are theoretically aligned with the principles of counseling positivism, which emphasize personal strengths, self-efficacy, and positive psychological functioning. Integrating psychoeducation with counseling techniques such as goal setting, problem-solving, and coping planning may enable individuals to transform health information into meaningful and sustainable behavioral change (Rubinelli et al., 2021). Previous studies suggest that counseling-based health interventions can positively influence psychological outcomes, including well-being and perceived control, yet empirical evidence within teacher education contexts remains limited (Sayed et al., 2024).

Furthermore, much of the existing literature has relied on cross-sectional designs that describe associations between health literacy and psychological outcomes, providing limited insight into changes over time following structured interventions (Kusumawati et al., 2025). There is a clear need for intervention-based studies that examine within-participant changes in health literacy and psychological well-being to generate preliminary evidence for counseling-oriented programs that can be feasibly implemented in teacher education curricula, particularly in early semesters where preventive support may be most beneficial (Alqifari et al., 2024).

Unlike previous studies that predominantly employed cross-sectional designs or focused on knowledge-based health education, the present study uniquely applies a counseling-oriented health literacy intervention. It examines within-participant changes in both health literacy and psychological well-being among pre-service primary school teachers.

To address these gaps, the present study examines counseling-oriented health literacy and psychological well-being among pre-service primary school teachers using a single-group pretest-

posttest design. A brief counseling-based health literacy module was implemented to enhance students' capacities to understand and apply health information while fostering goal-directed behavior and adaptive coping.

METHODS

Design

This study employed a single-group pretest-posttest design to examine changes in health literacy and psychological well-being following a counseling-oriented health literacy intervention. This design was selected to allow preliminary evaluation of the intervention within an authentic educational context, where random assignment and control groups were not feasible. By comparing participants' scores before and after the intervention, the design enabled the assessment of within-participant change over time while maintaining practical relevance for implementation in teacher education settings (Pieters et al., 2025).

Participants

The participants consisted of 40 pre-service primary school teachers enrolled in the first semester of the Primary School Teacher Education (PGSD) program. All participants met the inclusion criteria of active enrollment in Semester 1, willingness to participate in the study procedures fully, and completion of both the pretest and posttest assessments. None of the participants had previously received formal health training. The sample included 31 female students (77.5%) and 9 male students (22.5%), all aged 17 to 19 years. Most participants graduated from senior high school (SMA), while the remainder came from vocational high schools (SMK/SMEA). Attendance during the intervention was complete, with all participants attending each session. Participation was voluntary, and informed consent was obtained prior to data collection. Detailed demographic characteristics of the participants are presented in Table 1.

Table 1. Participant Characteristics (N = 40)

Variable	Category	n	%
Sex	Female	31	77.5
	Male	9	22.5
Age (years)	17	1	2.5
	18	19	47.5
	19	20	50.0
Academic status	Pre-service primary school teachers (PGSD students), Semester 1	40	100.0
Prior health training	No	40	100.0
Last education	Senior High School (SMA)	32	80.0
	Vocational High School (SMK/SMEA)	8	20.0

Note. Percentages are based on the total sample (N = 40) and may not sum to 100 due to rounding. PGSD refers to the Primary School Teacher Education program.

Instruments

Health literacy was assessed using a structured self-report questionnaire designed to measure participants' abilities to access, understand, appraise, and apply health-related information in everyday contexts. This conceptualization aligns with contemporary models of health literacy that emphasize functional and interactive competencies necessary for informed health decision-making (Rasmussen et al., 2023). The instrument was administered at both pretest and posttest, with higher scores indicating higher levels of health literacy.

Psychological well-being was measured using a self-report scale reflecting a eudaimonic perspective, emphasizing positive psychological functioning rather than the mere absence of distress. The scale assessed aspects such as positive affect, personal growth, and the ability to manage daily demands effectively, consistent with contemporary applications of psychological well-

being in educational and counseling research (Vera-villarroel et al., 2022). The instrument was administered at pretest and posttest, and higher scores indicated better psychological well-being. The instruments used in this study demonstrated acceptable internal consistency reliability in the present sample.

Procedure

The study was conducted over a one-week period using the Health Literacy Counseling Module (HL-C). The intervention consisted of two structured sessions, each lasting approximately 15 minutes, delivered through interactive lecture, group discussion, and role-play activities. The HL-C module was grounded in counseling and positive psychology principles and aimed to integrate health literacy education with counseling-oriented processes.

During the intervention, participants were introduced to key concepts of health literacy, including accessing, understanding, evaluating, and applying health information in daily life. This psychoeducational component was complemented by counseling strategies that encouraged participants to engage in SMART goal setting related to health behaviors and to develop problem-solving and coping plans for managing health-related challenges. The first session was conducted following completion of the pretest assessment, while the second session focused on reinforcement through discussion and role-play, followed by administration of the posttest assessment (Intarakamhang & Macaskill, 2022).

To ensure consistency of implementation, intervention fidelity was supported using a session checklist completed by the facilitator, confirming that all planned components were delivered as intended. Participant attendance was monitored throughout the study, and full participation was recorded for all sessions.

Data Analysis

Data analysis was conducted using statistical procedures appropriate for a single-group pretest-posttest design. Descriptive statistics were calculated to summarize participant characteristics and study variables. The normality of pretest-posttest difference scores was assessed to determine the suitability of parametric analyses. When normality assumptions were satisfied, paired-samples t-tests were used to examine changes in health literacy and psychological well-being following the intervention.

To estimate the magnitude of change, Cohen's *d* was used for paired samples, indicating both practical and statistical significance (Bu et al., 2020). Furthermore, change scores for health literacy and psychological well-being were computed by subtracting pretest scores from posttest scores. Correlation analyses were then conducted to explore the relationship between changes in health literacy and changes in psychological well-being, using Pearson's or Spearman's correlation coefficients depending on data distribution. Statistical significance was set at $p < .05$ for all analyses.

RESULTS AND DISCUSSION

Results

Analyses were conducted on data from 40 pre-service primary school teachers who completed both pretest and posttest assessments. Preliminary assumption testing indicated that the difference scores for health literacy and psychological well-being were normally distributed, as assessed by the Shapiro Wilk test ($p > .05$ for all variables). Therefore, paired-samples t-tests were used for hypothesis testing.

Changes in Health Literacy and Psychological Well-Being

Table 2 presents descriptive statistics and paired-samples t-test results for health literacy and psychological well-being before and after the counseling-oriented health literacy intervention.

Table 2. Pretest and Posttest Scores of Health Literacy and Psychological Well-Being (N = 40)

Variable	Pretest M (SD)	Posttest M (SD)	Mean Difference	t (df = 39)	p	Cohen's d
Health Literacy	62.45 (6.18)	72.30 (5.74)	9.85	9.21	< .001	1.46
Psychological Well-Being	68.12 (7.05)	75.88 (6.42)	7.76	7.84	< .001	1.24

The results indicate a statistically significant increase in health literacy from pretest to posttest, $t(39) = 9.21$, $p < .001$, with a large effect size ($d = 1.46$). Similarly, psychological well-being increased significantly following the intervention, $t(39) = 7.84$, $p < .001$, also demonstrating a large effect size ($d = 1.24$). These findings suggest that the counseling-oriented health literacy intervention was associated with meaningful improvements in both outcomes.

Association Between Changes in Health Literacy and Psychological Well-Being

To examine whether improvements in health literacy were associated with improvements in psychological well-being, change scores were calculated for each variable (Δ Health Literacy = posttest - pretest; Δ Psychological Well-Being = posttest - pretest). Pearson correlation analysis revealed a moderate positive association between changes in health literacy and changes in psychological well-being, as shown in Table 3.

Table 3. Correlation Between Change Scores (Δ HL and Δ PWB)

Variables	r	p
Δ Health Literacy – Δ Psychological Well-Being	.52	.001

The results show a moderate positive correlation between changes in health literacy and changes in psychological well-being ($r = .52$, $p = .001$), indicating that participants who demonstrated greater gains in health literacy also tended to experience greater improvements in psychological well-being.

Discussion

The present study examined the effects of a brief counseling-oriented health literacy intervention on health literacy and psychological well-being among pre-service primary school teachers. The results demonstrated significant improvements in both health literacy and psychological well-being, with large effect sizes, suggesting that even a short counseling-based intervention can produce meaningful outcomes in early teacher education contexts. These findings align with prior research indicating that health literacy interventions incorporating interactive and reflective components are more effective than purely informational approaches (Elinda Rizkasari and Ifa Hanifah Rahman, 2022).

The significant increase in health literacy observed in this study suggests that the Health Literacy Counseling Module (HL-C) effectively enhanced participants' abilities to access, understand, appraise, and apply health-related information. This finding is consistent with contemporary health literacy frameworks that emphasize empowerment and decision-making competence rather than factual knowledge alone (Rumenapp et al., 2023). The integration of psychoeducation with counseling strategies, such as discussion and role-play, may have facilitated deeper engagement with health concepts and supported the internalization of health-related competencies.

The inclusion of SMART goal setting and problem-solving components likely contributed to the observed gains in health literacy by helping participants translate abstract health information into concrete behavioral intentions. Previous studies have shown that goal-oriented counseling approaches can strengthen individuals' sense of control and self-regulation, which are central to effective health management (Rizkasari & Aji, 2023). By encouraging participants to identify realistic

goals and anticipate potential barriers, the HL-C intervention may have enhanced functional and interactive dimensions of health literacy.

In addition to improvements in health literacy, participants demonstrated significant gains in psychological well-being. This finding supports evidence that health-related educational interventions grounded in counseling and positive psychology principles can also function as brief psychological interventions (Tina Hascher, 2025). Improved health literacy may reduce uncertainty and anxiety in health decision-making, thereby enhancing psychological well-being. When individuals feel more capable of understanding and managing health-related information, they are more likely to experience a sense of autonomy and competence, which are key components of psychological well-being (Rasmussen et al., 2023).

The group-based, interactive nature of the intervention further contributed to improvements in psychological well-being by fostering social connectedness and normalizing shared experiences. For first-semester pre-service teachers, who often navigate academic adjustment and identity formation, supportive counseling environments can play a crucial role in fostering adaptive coping and emotional balance (Aji & Rizkasari, 2021). These counseling elements may have amplified the psychological benefits of the health literacy content.

The moderate positive association between changes in health literacy and changes in psychological well-being provides additional insight into the mechanisms underlying the intervention effects. This finding suggests that improvements in health literacy and psychological well-being are interconnected rather than independent outcomes. Consistent with prior research, health literacy may act as an enabling resource that supports adaptive coping, reduces perceived stress, and enhances positive appraisal processes (Rizkasari & Aji, 2023). Participants who experienced greater gains in health literacy may have felt more confident and capable in managing health-related challenges, which in turn contributed to greater improvements in psychological well-being.

These findings have important implications for counseling practice and teacher education. Embedding counseling-oriented health literacy interventions within early stages of teacher education may offer a feasible and efficient strategy to support students' psychological well-being while simultaneously enhancing health-related competencies. Given that pre-service teachers will later influence students' health behaviors and attitudes, strengthening their own health literacy and well-being may have long-term benefits for school health promotion and educational quality (Rizkasari et al., 2025).

Despite these promising findings, several limitations should be acknowledged. The single-group pretest–posttest design limits causal inference, as improvements may have been influenced by factors such as testing effects or short-term motivational changes (Prima Trisna Aji, 2023). The absence of a control group also restricts conclusions regarding the unique contribution of the HL-C intervention. Additionally, reliance on self-report measures may introduce response bias. Future research should employ controlled designs and longer follow-up periods to examine the sustainability of intervention effects and further explore mediating mechanisms, such as self-efficacy and coping skills, that may link health literacy and psychological well-being (Baidhowy, 2025).

Conceptually, these findings suggest that health literacy may operate as a psychological resource when delivered through counseling-oriented frameworks, thereby extending its role beyond health education into the domain of positive psychological functioning.

CONCLUSION

This study provides preliminary evidence that a brief counseling-oriented health literacy intervention can enhance both health literacy and psychological well-being among pre-service primary school teachers. Using a single-group pretest–posttest design, the findings demonstrated

significant improvements in participants' health literacy and psychological well-being following participation in the Health Literacy Counseling Module (HL-C). These results suggest that integrating counseling principles into health literacy education may offer meaningful psychological benefits, even when delivered in a short and feasible format within teacher education settings.

The observed improvements align with contemporary counseling perspectives, including counseling positivism and positive psychology, which emphasize empowerment, self-regulation, and adaptive functioning as key outcomes of effective counseling interventions (Kessel et al., 2022). By combining psychoeducation with goal setting and coping planning, the HL-C intervention appeared to facilitate not only a better understanding of health information but also greater psychological functioning, reflecting the interconnected nature of cognitive and emotional resources in promoting well-being (Saha et al., 2020).

Furthermore, the positive association between changes in health literacy and changes in psychological well-being indicates that gains in health-related competencies may be linked to broader psychological benefits. This finding aligns with previous research suggesting that health literacy functions as an enabling resource that supports adaptive coping, reduces perceived stress, and enhances perceived control over health-related decisions (Rasmussen et al., 2023). Thus, counseling-oriented health literacy interventions may serve as a dual-purpose strategy, simultaneously strengthening knowledge-based skills and positive psychological functioning.

From a practical perspective, the findings highlight the potential value of embedding counseling-oriented health literacy modules within early stages of primary teacher education. Pre-service teachers who possess adequate health literacy and psychological well-being are better positioned to manage academic demands and may later contribute to healthier learning environments as role models for their students. The brief and structured nature of the HL-C intervention suggests that similar programs could be integrated into existing curricula, student orientation activities, or guidance and counseling services without imposing substantial additional burden.

Despite these contributions, the findings should be interpreted in light of certain limitations. The absence of a control group limits causal inference, and the short intervention duration precludes conclusions regarding the long-term sustainability of observed improvements (Nutbeam, 2020). Future research should employ controlled or randomized designs, include follow-up assessments, and explore potential mediators, such as self-efficacy and coping skills, to further elucidate the mechanisms linking health literacy and psychological well-being (Aji & Sani, 2021).

In conclusion, this study contributes to the growing body of counseling and educational research by demonstrating that counseling-oriented health literacy interventions hold promise for supporting psychological well-being among pre-service primary school teachers. These findings underscore the relevance of integrating counseling and positive psychology principles into health education initiatives within teacher preparation programs, thereby advancing both individual well-being and the broader goals of educational and counseling practice.

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