

Study of Well-being among Teacher Educators

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Abstract

The aim of this study was to access the well-being of the teacher educators. Teachers being the nation builders are the important part of any society. So, in this regard teacher educators i.e. the teachers of would be teachers have to play a pivotal role for in shaping an ideal society, their wellness is valuable and important for the students as well as society. In this study no significant difference of well-being among the teacher educators, based on difference of sex and the nature of the subjects taught was observed.

Key words: Well-being, wellness, teacher educators, science and humanities

Introduction

Teacher plays an important and pivotal role in the educational system. The teacher is the person upon whom all the activities of the school are dependent and the school without teacher is a soulless body. Teachers' personality, character qualities, well-being, attitudes, teaching efficiencies and life style help the pupils to become good human beings, there by contributing in creating a knowledgeable society. "Goodness" of any educational programme is determined, to a large extent, by the teachers. The quality of education and the standard of achievement are inseparably inter-related with the quality of teachers. The National Policy on Education (1986) has rightly observed that no pupil can rise above the level of its teachers. So, teachers must be encouraged to develop their uniqueness. The best teacher is one who possesses good physical and mental health and balanced personality. Due to advancement in every field, life of teachers has become more challenging, complicated and tough. The teachers are made competent with the help of training they got from their training colleges from the teacher educators. In this regard balanced personality and well-being of teacher educators plays an important role to train the perfect teachers.



The history of well-being dates back to 1961 when the term 'wellness' was coined and defined as an integrated method of functioning, which is oriented toward maximizing the potential, that the individual is capable of acquisition (Dunn, 1961). This is the fact that healthy person can be adjusted in the society. Health simply does not mean a good state of health or free from diseases, but also a psychological well-being of an individual.

Archer, Probert and Gage (1987) define well-being as the process and state of quest for maximum human functioning that involves the body, mind and spirit.

Hatfield and Hatfield (1992) view well-being as the conscious and deliberate process by which people are actively involved in enhancing their overall well-being - intellectual, physical, social, emotional, occupational and spiritual.

Well being is also seen in terms of dimensions of attitudes, behaviours, thoughts and feelings which can enhance a subjective sense of well-being and influence the individual's attention to self-care and compliance with medical regimens (Melamed, 2000).

In conclusion, we can say that well being is not only physical fitness, it includes wellness of all the aspects of human life like: physical well-being means a state of good health, mental or intellectual well-being means accepting new ideas and thoughts i.e. changing according to change in life, spiritual well-being means joy, peace, happiness and adherence to higher values of life, emotional well-being means a state of emotional stability and control which includes self-confidence, full of efficiency, trust in self and optimistic views about life and social well-being means good inter-personal relations in social phenomena.

Review of related literature revealed that there is lack of studies on well-being of teachers, whatever studies are there, the views of different investigators with regard to well-being are multidimensional and diversified. So, consistent efforts are needed to substantiate the research studies in this particular domain. We can infer that Diener (1984), Tran(1992), Mookherjee (1994), Wood, Rhodes and Whelan (1994), Edward et. al. (1995), Michael (1998), Singh (1999), Holly, (2000), Macfarlane (2000), Khalique and Khalid (2009) found significant relationship of well being with living conditions, social relations, health, working conditions, age, sex, financial status, marital status and stress but Kaiser (1993), Preedasak (1997), and Chopra (1997) found no significant relationship with sex, educational level, school environment and self esteem.

Discussion

Emergence of the problem

The teaching profession at different stages of education i.e. elementary, secondary and tertiary gives a set of challenges in which teachers demonstrate or display emotions while they



may not actually feel. Teacher educators are expected to demonstrate love and kindness to students. They are also expected to serve as mentors and motivate students who are unwilling to learn. Such kind of expectations leads to a kind of discrepancy between the expected and actual emotion of teacher educators leading to some kind of stress and lowered levels of self-esteem. This may be detrimental to well-being of teacher educators. These psychological attributes are crucial for exploration to know their dynamics in the personality make up teachers and teacher educators. The teacher educators are facing new challenges and need to be supported by the training educational administrators and the state. In order to strengthen the role of teacher educators, there is needed to look at their well-being. Hence it was thought worthwhile to undertake the present research problem.

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Significance of the study

Well-being in psychology is a new area of research. Progress of any nation depends largely on well-being of its citizens. All the intellectual, creative, educational and socio-cultural advancements are possible if the individuals of the nation possess physical, mental, social, emotional and spiritual well-being. Similarly teacher educators' efficiency and effectiveness largely depend upon their all-round well-being. Review of literature reveals that there is lack of studies on various dimensions related to well-being and related domains. To the best knowledge of the investigator very few studies related to well-being have been reported on teacher educators. In view of this and the importance of well-being of teacher educators in the progress of the Nation, the present study has been undertaken.

Objectives of the study

1. To study the well-being of teacher educators
2. To find out differences between male and female teacher educators in relation to well-being
3. To find out differences in well-being of teacher educators in relation to subjects they studied at post graduation level i.e. humanities and science.

Hypotheses of the study

1. There is no significant difference in well-being of male and female teacher educators.
2. There is no significant difference in well-being of teacher educators of science and humanities subjects.

Delimitations of the study



Only 200 teacher educators from the different colleges of education in Punjab had been selected to study well-being with regard to five dimensions of well-being.

Design of the study

It is necessary to adopt a systematic procedure to collect the necessary data, which help to achieve the objectives and to test the hypotheses of the study. The present study was designed to investigate the well-being of teacher educators based on sex and subjects they studied. The methods of investigation employed in the present study were descriptive and exploratory survey (Aggrawal, 1996).

Sampling

The sample comprised 200 teacher educators, teaching in 30 colleges of education in Punjab. The sample subjects were selected on the basis of cluster random sampling method (Aggrawal, *loc. cit*). There were 123 females and 77 males; 172 from humanities and 28 from science. The age range of teachers was between 24 and 40 years.

Teacher educator of science is one, who studied science subjects in post graduation and teacher educator of humanities are those who done their post graduation in humanities and languages only.

Tools

For the collection of data, it was necessary to adopt a systematic procedure. For every type of research there is need of certain instruments to explore new fields. Tools used for studying the well-being of teacher educators were:

- A. Personal data sheet (prepared by the investigator)- This data sheet was used to seek information about teacher educators' details, qualification, area of residence and teaching group etc.
- B. Well-being scale (Sandhu and Gupta,2001) The scale can be used to measure the well-being of a group or an individual. It is widely used by researchers. It consisted of five sub-scale namely- physical well-being, mental well-being, social well-being, emotional well-being and spiritual well-being. Each sub-scale has ten items and there are 50 items in total. Scores on all the sub-scale are added up to get a composite score as total well-being. Minimum and maximum score can be 50 and 250 respectively. Only 10-15 minutes are required to administer the well-being scale. It consist 29 positive items and 21 negative items.

Results

An analysis of the data and its interpretation was done to draw logical inferences with a view to gauging what contribution the present study could make in the scientific area of well-being of teacher educators. Analysis of the data includes the investigation of the level of well-



being of teacher educators and also comparison of the levels of well-being of teacher educators with regard to difference in sex and subjects of post graduation.

Data generated have been further analysed and presented on the lines as:

- Scoring, recording, tabulation of data
- Calculating mean, mode, median, standard deviation, skewness, kurtosis, rank order and t-ratios (Aggrawal, 2000; Garret, 2005).
- Descriptive statistics namely mean scores show the average performance of the group. To find out the hierarchy of well-being of teacher educators, the measure of central tendency 'Mean' was calculated.
- The Standard Deviation of any distribution shows the dispersion or the scatter of the scores in that distribution along with mean. Hence, in this study the standard deviation was calculated to find out the homogeneity of the groups of teacher educators under study.
- To compare the well-being between different sub groups of teacher educators, the 't' test was used. To test the significance of t- ratios the following levels of confidence were established:
 - Not significant
 - Significant at 0.05(*) and 0.01(**) levels of confidence.

Descriptive and differential analysis

Before presenting the actual analysis of data and discussion of results pertaining to hypotheses advanced in the study, it was desirable to describe the nature of distribution of scores for various measures of values. The analysis has been divided into two sections.

Section – I (Descriptive analysis)

The scores of Mean, Median, Standard Deviation, Skewness, Kurtosis and ranking of scores of different dimensions of well-being (physical, mental, social, emotional and spiritual) obtained from the data of 200 teacher educators are presented in Table-1 with a view to provide analytical and comparative picture of descriptive statistics economically and conveniently. The various statistics are organised in a tabular form.

Table 1: Descriptive data analytic picture of total sample (N=200) on the variable of values

Dimensions of well-being	Mean	Median	S.D.	Sk (Skewness)	Ku. (Kurtosis)	Ranks
Physical	25.37	26.00	4.20	.407	-0.634	3



Mental	27.32	27.00	3.82	.288	-0.790	1
Social	26.02	27.00	4.29	.456	-0.768	2
emotional	25.04	24.00	5.00	.287	-0.763	4
Spiritual	24.20	23.00	5.28	.403	-0.735	5

Discussion based on Means

Table 1 projects that the values of Mean, Median, and S.D in the area of Physical, Mental, Social, Emotional and Social well-being. It is evident from high mean score that these dimensions of well-being are highly presented in teacher educators.

Dimensions of well-being have also been ranked on the basis of their mean scores as shown in Table 1 in descending preference order i.e. highest dimension of well-being and so on till the least dimension of well-being.

The data tabulated in Table1 shows that teacher educators scored first rank in respect of mental well-being (M=27.32). It means that teacher educators are mentally healthy and strong. Teacher educators scored second rank in respect of social well-being (M= 26.02). It means that teacher educators have good relations in the society. Third rank is scored by physical well-being (M=25.37). It shows that teacher educators are also physically fit to teach their students and perform their duties. Fourth place got emotional well-being (M= 25.04). It may be attributed that teacher educators are emotionally less strong as compared to other dimensions of well-being. Fifth rank is scored by spiritual well-being (M= 24.20). It means that teacher educators are less concerned to their spiritual well-being due to their hard duties and responsibilities.

Discussion based on Skewness (Sk) and Kurtosis (Ku)

Results entered in Table1 shows that value of skewness for the dimensions of well-being i.e. physical= 0.407, mental=0.288, social=0.456, emotional=0.287 and spiritual=0.403 respectively. The range of values varies from 0.287 to 0.466. Values of skewness for different dimensions of well-being are within the acceptable limits of normality+.

Values of Kurtosis entered in Table 1 for different dimensions of well-being are -0.634, -0.790, -0.768, -0.763 and -0.735 respectively. The range of Kurtosis is between-0.791 and -0.636. For all the values trend is somewhat towards leptokurtic.

Observing the above results, it may be inferred that score distribution of measures of well-being show slight approximation to leptokurtic tendency. Overall, the distribution has been assumed to be near to normal.

Section – II (Differential analysis)



This section deals with rank order, in order to know different dimensions of well-being of school teachers. Differential analysis has been done in order to compare the differences with respect to sex and subjects taught by teachers.

Well-being of school teachers on the basis of sex

Comparison based on means, ranks and t-ratios of male as well as female school teachers in respect of dimensions of well-being are given in Table 2.

Table 2: Means, ranks and t-ratios of male and female teachers

Dimensions of well-being	Male school teachers (N=77)			Female school teachers (N=123)			t-ratios
	Mean	S. D.	Ranks	Mean	S. D.	Ranks	
Physical	26.38	3.88	2	25.88	4.50	2	-1.75
Mental	26.84	3.95	1	27.64	3.95	1	3.05
Social	26.35	4.33	3	24.38	4.37	3	3.55
emotional	24.83	4.87	4	25.60	5.05	4	2.33
Spiritual	24.60	4.89	5	24.02	5.58	5	-1.66

*Significant at 0.05 level of confidence; **Significant at 0.01 level

Table-2 shows that on the basis of mean scores male teacher educators assigned first rank to mental well-being, second rank to physical well-being, third rank to social well-being, fourth rank to emotional well-being and fifth rank to spiritual well-being similarly female teacher educators also assigned ranks to the different dimensions of well-being similar to male teachers. Table 2 further projects that non significant mean differences exist between male and female teacher educators in respect of all the five dimensions of well-being. The t-ratio obtained between male and female teacher educators in respect of physical, mental, social, emotional and spiritual well-being are not significant at any level of confidence. This indicates that male and female teacher educators do not show much of difference in respect to well-being.

Thus, hypothesis: "There is no significant difference in well-being of male and female teacher educators", is accepted.

Well-being of teacher educators on the basis of their post graduation subjects

Teacher educators were classified into two groups on the basis of subjects, studied by them at post graduation level – teacher educators who studied science subjects (1) and humanities subjects (2)



Table 3: Means, ranks and t-ratios of science and human.teachers

Dimensions of Well-being	Teacher Educators who studied Science (N = 28)			Teacher Educators who studied Humanities (N= 172)			t-ratios
	Mean	S. D.	Ranks	Mean	S. D.	Ranks	
Physical	25.93	4.30	3	26.32	4.24	3	-1.32
Mental	27.49	3.98	1	27.07	3.97	1	1.57
Social	27.25	4.36	2	26.53	4.43	2	2.44
Emotional	25.49	4.98	4	25.01	5.05	4	1.45
Spiritual	24.10	5.46	5	24.54	5.11	5	1.21

Table 3 represents teacher educators who studied science subjects at post graduation level assigned first rank to mental well-being, second rank to social well-being, third rank to physical well-being, fourth rank to emotional well-being and fifth rank to spiritual well-being similarly teacher educators who studied humanities subjects at post graduation level also assigned ranks to the different dimensions of well-being same as the teacher educators who studied science subjects at post graduation level.

Non-significant mean differences are observed between teacher educators who studied science and humanities subjects at post graduation level in respect of all the five dimensions of the well-being. The t-ratios obtained in respect of physical, mental, social, emotional and spiritual well-being indicates that science and humanities teacher educators do not differ with regard to well-being.

Hence, hypothesis: “There is no significant difference in well-being of science and humanities subjects’ teacher educators”, is accepted.

Conclusions

The well being of the sample teacher educators was found to be satisfactory. Teacher educators, being continuous learners and self evaluators, have the opportunity to improve their well-being and need sincere efforts in that direction. There is no significant difference in the level of well being of the limited sample studied now in respect of difference of sex of the teacher educators or the subjects studied by them at post graduation level.

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