

A STUDY ON THE WELL-BEING OF TEACHER TRAINEES OF IASE, MIZORAM

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Abstract

This study was conducted to find out the well-being of teacher trainees of IASE, Mizoram i.e., B.Ed students. The sample of the study comprised of 150 teacher trainees of IASE selected by using stratified random sampling method. Well-Being Scale (WBS-RK) developed by Dr. Ripenjeet Kaur (2014) was used to collect the data. The findings of the study reveal that majority of the teacher trainees i.e., 57.33% has below average well-being and there is a significant difference between gender and language and science pedagogy teacher trainees on their well-being. The finding also shows that 50% of teacher trainees believes mental health concerns are the biggest contributor to their negative well-being and 86.67% of the teacher trainees also believes that developing a growth mindset is the best way to improve their well-being.

INTRODUCTION

Engagement, fulfilment, and purpose all contribute to a successful life. The condition of a person or group, such as their social, economic, psychological, spiritual, or medical state can all be referred to as their state of well-being. A high level of well-being indicates that the individual's or group's experience has been pleasant in some way, while a low level of well-being is linked to unfavourable events. It includes having unreasonably high levels of life happiness, a sense of purpose or motivation, and good mental health. It adds up to the manifestation of positive moods, feelings, and temperament (satisfaction, felicity), the absence of negative emotions (dejection, apprehension), and joy in life and a sense of fulfilment.

According to APA Dictionary of Psychology, well-being is “a state of happiness and contentment, with low levels of distress, overall good physical and mental health and outlook, or good quality of life”.

B.Ed students encounter a set of difficulties that could harm their well-being. They must balance rigorous academics, real-world teaching experiences, and extracurricular pursuits because they are studying to become a teacher. They might experience exhaustion, tension, and overload as a result of this. The rate of the distress is higher among undergraduates compared to the general population (Sarokhani et al., 2013). Furthermore, teacher trainees frequently

have to negotiate complicated social dynamics in their educational environments, such as interactions with peers, teachers, and administrators. Studying the well-being of teacher trainees can aid educators and policymakers in comprehending these difficulties and creating support plans for them.

LITERATURE REVIEW

Xing and Huang (2014) studied the relationship between age and subjective well-being: evidence from five capital cities in mainland China and this research shows that there is statistically significant relationship between age and subjective well-being, although the relationship is somewhat weak. In general, age is not a strong predictor of subjective well-being in this research. This research concluded that with the growth of age, the criteria of a person's evaluating things meeting his or her need would be more realistic and more objective.

Roslan et al. (2017) studied the psychological well-being among postgraduate students and the findings indicated that students involved in this study possess rather high levels of overall psychological well-being and the results also showed that students who are 25 years old and below possessed better overall psychological well-being and self-acceptance compared to students who are 26 to 30 years old.

Baiju and Rajalakshmi (2021) conducted a study on the academic stress and psychological well-being among college students and found that there is a significant difference in academic stress among college students based on their gender. It was noted that females had higher academic stress levels compared to males. There is no significant difference in psychological well-being among college students based on their gender.

Li et al. (2022) conducted a study titled 'Teacher well-being in the classroom: A micro-longitudinal study' and the study was designed to integrate teachers' teaching and emotional experiences in class and their overall well-being, to point out how different layers of teacher well-being are connected with each other by utilising a micro-longitudinal approach. The findings of this study imply that teacher support programmes should focus on teachers' experiences and emotions when teaching. The results of the current study also suggest that teachers' academic emotions in class indeed predict their evaluation of their work-related well-being at the end of the working day, as well as how satisfied they are with their life as a whole.

Sharma et al. (2022) studied the psychological well-being among college students: A study from Central India and the results of the present study illustrated that student of up to 20 years had better PWB in terms of all dimensions rather than more than 20 years. Simple linear regression showed that age was a highly significant ($P=0.002$) predictor of PWB. There was a correlation between age and PWB, and it was found that age was significantly positively correlated to PWB ($r_s = 0.221$, $P=0.01$). This indicates as the age increases, the level of PWB increases.

Vanlalruati and Fanai (2023) studied the well-being of higher secondary students of Aizawl city and the majority of the higher secondary school students in Aizawl city fell into the categories of high level of well-being in the current survey. The findings reveal that there is

significant difference in the level of well-being between male and female higher secondary school students within Aizawl city where female students have higher level of well-being as compared to male higher secondary school students.

RATIONALE OF THE STUDY

A crucial outcome of education is student's well-being, which has consequences for their future success and happiness. Teachers can put into practice effective techniques to improve students' well-being and academic accomplishment by understanding the variables that regulate the link between different problems and well-being among students. While academics can be perceived as a positive challenge, potentially increasing learning capacity and competency, if viewed negatively, this stress can be detrimental to the student's mental health (Kumaraswamy, 2013; Murphy and Archer, 1996).

Well-being can be defined as a state of positive functioning and flourishing that involves physical, mental, social, spiritual and emotional aspects of life. Well-being of teacher trainees is relevant for their academic achievement, personal development, and future career as teachers. However, well-being of teacher trainees is also influenced by various factors, such as academic stress, individual differences, environmental influences, etc.

For B.Ed students to grow and develop personally, their well-being is crucial. They will be future educators who will have a huge impact on the lives of many children, and how well they are able to accomplish that depends greatly on how good they are themselves. Students can cultivate the resiliency, empathy, and creativity necessary to succeed as teachers by putting their own well-being first. Some of the causative factors associated to distress among students are uncertainty about their future employability and success, academic stress, being distant from their primary source of support (Ibrahim et al., 2013; Sarokhani et al., 2013). By examining the well-being of teacher trainees, practices and interventions that can foster their personal development can be found.

The well-being of teacher trainees is a crucial topic for research since it can provide light on the elements that lead to this population's status. The researcher did not find any review related to the well-being of teacher trainees both in Aizawl city and Mizoram. So, this study is important since it can pinpoint the causes of negative well-being in this population and find out the strategies to improve well-being of the teacher trainees. Using this knowledge, initiatives can be created to address these issues and enhance the general well-being of teacher trainees in general. This study can help to fill a gap in the current knowledge base and contribute to the development of effective interventions to support the mental health and well-being of teacher trainees in Aizawl city.

RESEARCH QUESTIONS

1. What is the level of well-being of teacher trainees of IASE?
2. Is there any difference on the well-being of teacher trainees of IASE with regards to gender?

3. Is there any difference on the well-being of teacher trainees of IASE with regards to age?
4. Is there any difference between teacher trainees of language pedagogy and social science pedagogy on their well-being?
5. Is there any difference between teacher trainees of language pedagogy and science pedagogy on their well-being?
6. Is there any difference between teacher trainees of social science pedagogy and science pedagogy on their well-being?
7. What are the factors that contribute to the negative well-being of teacher trainees of IASE?
8. What are the different strategies that can improve the well-being of teacher trainees of IASE?

RESEARCH OBJECTIVES

1. To find out the level of well-being of teacher trainees of IASE.
2. To compare the difference on the well-being of teacher trainees of IASE with regards to gender.
3. To compare the difference on the well-being of teacher trainees of IASE with regards to age.
4. To compare the difference between teacher trainees of language pedagogy and social science pedagogy on their well-being.
5. To compare the difference between teacher trainees of language pedagogy and science pedagogy on their well-being.
6. To compare the difference between teacher trainees of social science pedagogy and science pedagogy on their well-being.
7. To find out the factors that contribute to the negative well-being of teacher trainees of IASE.
8. To find out the different strategies that can improve the well-being of teacher trainees of IASE.

HYPOTHESES OF THE STUDY

1. There is no significant difference between male and female teacher trainees of IASE on their well-being.
2. There is no significant difference between up to 30 years and above 30 years of teacher trainees of IASE on their well-being.
3. There is no significant difference between teacher trainees of language pedagogy and social science pedagogy on their well-being.
4. There is no significant difference between teacher trainees of language pedagogy and science pedagogy on their well-being.
5. There is no significant difference between teacher trainees of social science pedagogy and science pedagogy on their well-being.

RESEARCH DESIGN

The present study was conducted using Descriptive Survey Method. Descriptive survey method is a type of research design that helps to obtain information to systematically describe a phenomenon, situation, or population.

POPULATION AND SAMPLE

The population of the study comprised of B.Ed Students of Institute of Advanced Studies in Education (IASE), Mizoram where there are 270 B.Ed students at present. The sample consists of 150 B.Ed students which were taken using Stratified Random Sampling Method.

FINDINGS OF THE STUDY

- Findings in relation to objective no. 1 i.e., ‘To find out the level of well-being of teacher trainees of IASE’.

Sl. No.	Level of Well being	No. of teachers	Percentage
1.	Extremely High	0	0
2.	High	0	0
3.	Above Average	11	7.33%
4.	Average	32	21.33%
5.	Below Average	86	57.33%
6.	Low	21	14%
7.	Extremely Low	0	0

From the above table, it is evident that 86 teacher trainees (57.33%) have below average level of well-being and 32 teacher trainees (21.33%) falls under average level of well-being. Low level of well-being was comprised of 21 teacher trainees (14%) and 11 teacher trainees falls (7.33%) under the category of above average level of well-being. There were no teacher trainees who has extremely high and extremely low level of well-being.

- Findings in relation to objective no. 2 i.e., ‘To compare the difference on the well-being of teacher trainees of IASE with regards to gender’.

Gender	N	Mean	SD	df	t-value	Level of Significance
Male	62	117.63	6.05	148	2.74	Significant
Female	88	122.05	9.43			

From the above table, the calculated t-value is 2.74 which is greater than the critical value at 0.01 which is 2.62. Therefore, the null hypothesis i.e., “There is no significant difference between male and female teacher trainees of IASE on their well-

being” is rejected. Hence, there is a significant difference between male and female teacher trainees of IASE on their well-being.

- Findings in relation to objective no. 3 i.e., ‘To compare the difference on the well-being of teacher trainees of IASE with regards to age’.

Age	N	Mean	SD	df	t-value	Level of Significance
Up to 30 years	129	120.32	8.89	148	0.36	Not Significant
Above 30 years	21	119.62	5.31			

From the above table, the calculated t-value is 0.36 which is smaller than the critical value at 0.01 which is 2.62. Therefore, the null hypothesis i.e., “There is no significant difference between up to 30 years and above 30 years of teacher trainees of IASE on their well-being” is accepted. Hence, there is no significant difference between up to 30 years and above 30 years of teacher trainees of IASE on their well-being.

- Findings in relation to objective no. 4 i.e., ‘To compare the difference between teacher trainees of language pedagogy and social science pedagogy on their well-being’.

Pedagogy	N	Mean	SD	df	t-value	Level of Significance
Language	72	118.46	7.99	109	0.27	Not Significant
Social Science	39	118.77	4.04			

From the above table, the calculated t-value is 0.27 which is smaller than the critical value at 0.01 which is 2.63. Therefore, the null hypothesis i.e., “There is no significant difference between teacher trainees of language pedagogy and social science pedagogy on their well-being” is accepted. Hence, there is no significant difference between teacher trainees of language pedagogy and social science pedagogy on their well-being.

- Findings in relation to objective no. 5 i.e., ‘To compare the difference between teacher trainees of language pedagogy and science pedagogy on their well-being’.

Pedagogy	N	Mean	SD	df	t-value	Level of Significance
Language	72	118.46	7.99	109	3.3	Significant
Science	39	124.92	10.72			

From the above table, the calculated t-value is 3.3 which is greater than the critical value at 0.01 which is 2.63. Therefore, the null hypothesis i.e., “There is no

significant difference between teacher trainees of language pedagogy and science pedagogy on their well-being". is rejected. Hence, there is a significant difference between teacher trainees of language pedagogy and science pedagogy on their well-being.

6. Findings in relation to objective no. 6 i.e., **'To compare the difference between teacher trainees of social science pedagogy and science pedagogy on their well-being'**.

Pedagogy	N	Mean	SD	df	t-value	Level of Significance
Social Science	39	118.77	4.04	76	4.1	Significant
Science	39	124.92	10.72			

From the above table, the calculated t-value is 4.1 which is greater than the critical value at 0.01 which is 2.65. Therefore, the null hypothesis i.e., "There is no significant difference between teacher trainees of social science pedagogy and science pedagogy on their well-being". is rejected. Hence, there is a significant difference between teacher trainees of social science pedagogy and science pedagogy on their well-being.

7. Findings in relation to objective no. 7 i.e., **'To find out the factors that contribute to the negative well-being of teacher trainees of IASE'**.

Sl. No.	Contributors of negative well-being	No. of Students	Percentage
1.	Personal Stressors	72	48%
2.	Academic Pressure	68	45.33%
3.	Lack of Support from Parents	64	42.67%
4.	Lack of Support from Classmates	9	6%
5.	Unrealistic Expectations	51	34%
6.	Mental Health Concerns	75	50%

The above table shows that 75 teacher trainees i.e., 50% were of the opinion that mental health concerns are the biggest contributors to their negative well-being. 72 teacher trainees i.e., 48% believes that personal stressors contribute their negative well-being. 68 teacher trainees i.e., 45.33% regarded academic pressure as the reason for their negative well-being while 64 teacher trainees i.e., 42.67% believes lack of support from parents is the cause of their negative well-being. 51 teacher trainees i.e., 34% considers that unrealistic expectations cause negative well-being while 9 teacher trainees i.e., 6% believes that lack of support from classmates is the contributor to their negative well-being.

8. Findings in relation to objective no.8 i.e., 'To find out the different strategies that can improve the well-being of teacher trainees of IASE'.

Sl. No.	Strategies to Improve well-being	No. of Students	Percentage
1.	Seeking Support	100	66.67%
2.	Developing Study Skills	97	64.67%
3.	Practicing Self-Care	73	48.67%
4.	Managing Stress	61	40.67%
5.	Talking to Parents	42	28%
6.	Talking to Teachers	10	6.67%
7.	Developing a Growth Mindset	130	86.67%

The above table shows that 130 teacher trainees i.e., 86.67% believes developing a growth mindset is the key to improve their well-being. 100 teacher trainees i.e., 66.67% are of the opinion that seeking support is the strategy to improve well-being. 97 teacher trainees i.e., 64.67% regarded developing study skills is the strategy to improve well-being. 73 teacher trainees i.e., 48.67% considers practicing self-care as the strategy to improve well-being. 61 teacher trainees i.e., 40.67% believes that managing stress is the strategy to improve well-being. 42 teacher trainees i.e., 28% are of the opinion that talking to parents is the factor to improve well-being while 10 teacher trainees i.e., 6.67% believes that talking to teachers is the strategy to improve well-being.

CONCLUSION

Well-being includes mental, physical, social, emotional, and material facets of life which is a multidimensional concept. It is dynamic and context-specific, which means it can alter over time and varies in other contexts. Students' health, happiness, and learning outcomes are all impacted by their well-being, as are their goals for the future. Therefore, a major objective of educational policy and practise should be to promote students' well-being. In order to accomplish this, educators must nurture students' independence and resilience, as well as give them the chance to expand their skill sets and areas of interest. By doing so, teachers can help students thrive academically and personally.

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