



# Psychological Wellbeing Among Teacher Trainee Students.

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## Abstract

Teaching as a profession has changed the very attitude and perception of the role of future educators in our society. Teacher trainees irrespective of whether they are studying in an undergraduate or postgraduate degree in teaching, require various skills to be able to become facilitators in the future. The present study has been conducted with an aim of finding correlation between demographic variables of age, marital status, type of institute and working status with the aspect of well-being. A total of 134 trainee teachers, from both types of institutes (government and private), were administered the Ryff scale on psychological well-being. Findings were calculated using ANOVA and t-test within the groups and between the groups on different demographics. One significant finding was t-test 0.040 indicating high well-being among trainees of a graduate teacher training programme as compared to trainees in an undergraduate teacher training programme, indicating that exposure and experiences in life contribute towards wellbeing. Findings on ANOVA revealed significant mean differences in two dimensions of wellbeing which are Autonomy, Personal Growth and overall well-being scores among trainees irrespective of their training programmes. However findings on the sample distribution

indicate no significant correlation between wellbeing and age. Wellbeing needs to be looked at from psychological demographics like family life, social support and self-awareness that can bring about the much required change in the future educators.

*Keywords: - Wellbeing, trainee teachers, female, training institutes.*

## **Introduction**

Teacher training institutes have evolved in their contribution towards education as one of the important components for a progressive society. Teacher trainees from all over the world and also within borders are able to collaborate better, due to social media and exchange of ideas. Having said this, overall wellbeing has become an area of concern for trainee teachers, due to the increasing expectations as professionals not only from their training institutes but also their workplace. In a study done by Valeria.C.,et.al.,(2024) on teacher trainees being able to provide supportive environments to the students, and promote positive wellbeing ,189-in-service teachers' experiences on using an online wellbeing course(OWC), a game based on understanding the different stresses and challenges that teachers may be facing was conducted. Findings of the qualitative exploratory study at the end of the course concluded that teachers were feeling competent about better decision-making skills and building relationships that are important for a positive school climate. Another study based on a review literature of 98 studies from 2001 to 2019, to analyze teacher well-being and factors affecting wellbeing by Tina.H.,and Jennifer.Waber.,(2021) concluded that although wellbeing was not at risk , quality of teaching is affected by teacher wellbeing. Considering that mental health cannot be ignored, a study by Dr. Parineeta.S.(2015) on the role of stress on the mental health of 600 teacher trainees both male and female, findings indicated no significant difference among gender with regard to stress or well-being, however the need to provide a supportive environment was suggested to help teacher trainees enhance their wellbeing for future prospects.

In today's times when training institutes are well equipped with their teaching pedagogy, inculcating wellbeing programmes can be a smooth run, for the teacher trainees who are pivotal for any progress to be made in the field of education irrespective of the specializations. Whether its sports, general education or a special needs training institute, wellbeing is a requirement for all of these institutes that are imparting training to the future educators of our country.

## Literature Review

Happiness is a key component for any type of well-being, irrespective of the profession you choose to be in. Being able to express ourselves with a cheerful disposition can help us feel better and work better despite the challenges we may face. The present study aims at understanding wellbeing in teacher trainees, as future educators by using the Ryff scale.

There is a growing need to understand well-being among teacher trainees as future contributors towards our society that has become interactive on a global scale. A study was conducted with a similar approach by Dr. Marine Jose and Sandra. Joy, (2023) through an online survey with 214 teachers. Results indicated a satisfactory level of happiness among the teachers, however an approximate of 15% agreed to not being good at initiating a conversation and only 16% strongly agreed to being cheerful, indicating that as future educators their emotional, social and mental wellbeing should be considered. Diane. Kratt and Michael. H. (2019), conducted a case study on 17 student teachers from the College of Education, who were identified as having mental health issues. They were interviewed on how they were coping up and their behaviors were studied and data was collected using the triangulation method. Some of these issues pointed out towards feeling helpless, lack of support from faculty and lack of awareness on mental health. A supportive faculty can help student teachers handle their issues in a better way if there is awareness, which seemed like the biggest hurdle to be crossed. This is a reality for many teacher training institutes everywhere in the world. A supportive environment for trainee teachers requires the faculty being approachable, understanding and also someone you can trust when asking for help. Being able to trust others is also an important component towards promoting wellbeing. A study on wellbeing and trust among 2508 teachers in Japan was conducted using two online surveys by Kenji. Tsuyuguchi (2023) and findings suggested that trust among colleagues can help enhance wellbeing. One step towards enhancing wellbeing can

be achieved by conducting intervention programmes to facilitate wellbeing among teacher trainees when they enroll themselves for a teacher training program. A review study on 29 peer reviewed studies was conducted by Benjamin.Dreer and Natalie.G (2021) to analyze interventions programmes carried out to benefit the teachers, from a scientific point of view, suggesting enhanced wellbeing among teachers. But this is possible only if there is awareness created towards teachers being effective mental health facilitators. Teachers can become efficient mental health facilitators (MHF) only if they are also exposed to some training on wellbeing and mental health issues as part of their teacher training. One such study analyzing the influence of resilience and self -efficacy among 404 school teachers, using the Ryff scale concluded that the two components of personal growth and self-acceptance showed significant influence on the way teachers perceived themselves as MHF's. Another study to understand teacher wellbeing was carried out by Manpreet. Kaur and Balwant.Singh(2019), using the (WHO-5) Wellbeing Index Scale. The results indicated 32% teachers scoring low on the scale and in order to improve teacher wellbeing, a continuous focus was required during the training stage and as a professional taking in-service programmes to facilitate wellbeing as a long term benefit for the teachers. Yet in another aspect to understand teacher trainee wellbeing and if there was any correlation between gender and subject choice, a study by Marbi. Bam and Dr. Boa. Reena Tok (2017) on wellbeing among 209 trainee teachers from three B.Ed colleges was conducted to investigate the same. Findings clearly indicated there were no significant differences in gender or subject choices and wellbeing. A similar study concerning gender and mental health of teacher trainees, by Dr. Yashpal.D.Netragaonkar (2017) confirmed findings stating that female students were prone to higher stress and anxiety levels as compared to their male counterparts. Teaching is a demanding profession and the teacher trainees' wellbeing is important for them to be able to face pressures when working with students and parents, this can be achieved only through a support system as part of their training.

This indicates the need to build emotional resilience in teacher trainees, during their training period. A study was conducted by Sarrah.Turner and Margaret. Braine(2016) using a mixed method approach on 12 teacher trainees, and the findings revealed the need for them to prioritize time to do self-reflection, learn time management and create strategies to cope up with day to day challenges, to enhance wellbeing. Talking of challenges for trainee teachers, how they perceive these issues related to health and wellbeing among students



and how adequate they are in handling these issues of drug abuse and bullying were analyzed through an online survey conducted by Sue. Dewhirst, .et.al. (2014), on 74 trainee teachers revealing that the educational policy did not support wellbeing and health related issues due to barriers of insufficient time and such issues being unimportant to address.

In recent attempts to revamp the education system in India based on the draft of the New Education Policy (NEP), analogies were studied between the Finnish system of education and the Indian system of education. Using this as a base to understand quality education and training of teachers, Seema.Nair and Amruta. Jog,(2020), were able to identify skills such as creative thinking, analytical and decision making to be included in the teacher training programmes. These skills contribute towards wellbeing which is essential for teacher trainees. A study carried out in Portuguese mainland teachers by Gina Tomé, et.al. (2020), was all about empowering teachers and staff with skills to address mental health issues in adolescents in school. A pre and post training evaluation was done to gauge the impact of the training on 276 teachers stating that there was improvement in the trainee teachers in their problem solving skills, motivational and leadership skills post the training, further emphasizing the need for such programmes to be implemented in training institutes to enhance wellbeing among them.

### **Research Methodology**

The present research conducted was correlational and data was collected by implementing a survey method with the target population of 134 trainee teachers from three teacher training institutes, one government aided and two privately run. The study has used the Ryff psychological scale to measure the various dimensions of wellbeing among the teacher trainees from private and government aided institutes. The Ryff scale is calculated on the six dimensions individually and also cumulatively, that can help us analyze correlation among the variables of age, marital status, work status, dimension wise and overall well-being among the teacher trainees from government and private institutes. The scale consists of 42 questions on a 7 point scale, which gives us an approximate score that can be considered as low or high overall and dimension wise which further helps us analyze the data. The statistical analysis was done by Anova, t-test and sample distribution. Correlational scores on the demographic variables of age, work status and marital status were calculated along with the dimensions

of the Ryff scale. Total scores as well as inter-correlational scores were analyzed for wellbeing among the trainees.

**Results and Discussions**

The findings from Table 1, 2 and 3 give us the distribution of data based on marital status, work status and type of institution (Government or private teacher training institute). 12.7% married and 87.3 % unmarried, 19.4% working and 80.6% not working and government 59% and private 41%. In sample distribution, there is no significant correlation found between age, marital status and wellbeing.

Table 1:- Distribution of data based on marital status among the trainees.

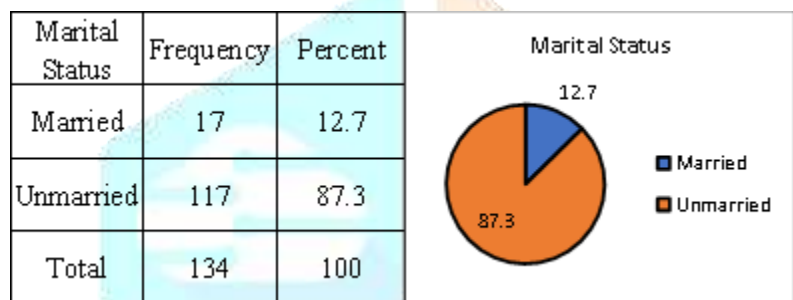


Table 2:- Distribution of data based on the type of teacher trainee institute.

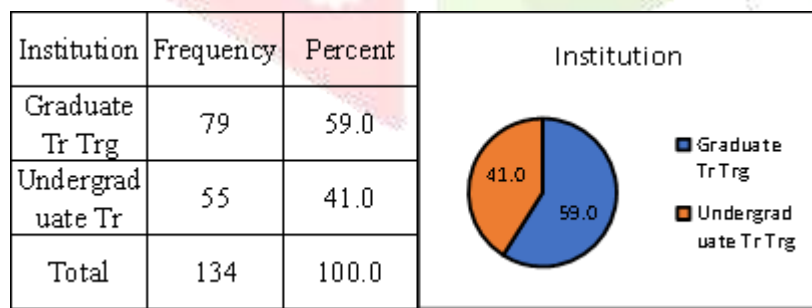


Table 3:- Distribution of data based on the working and non-working status among the trainees.

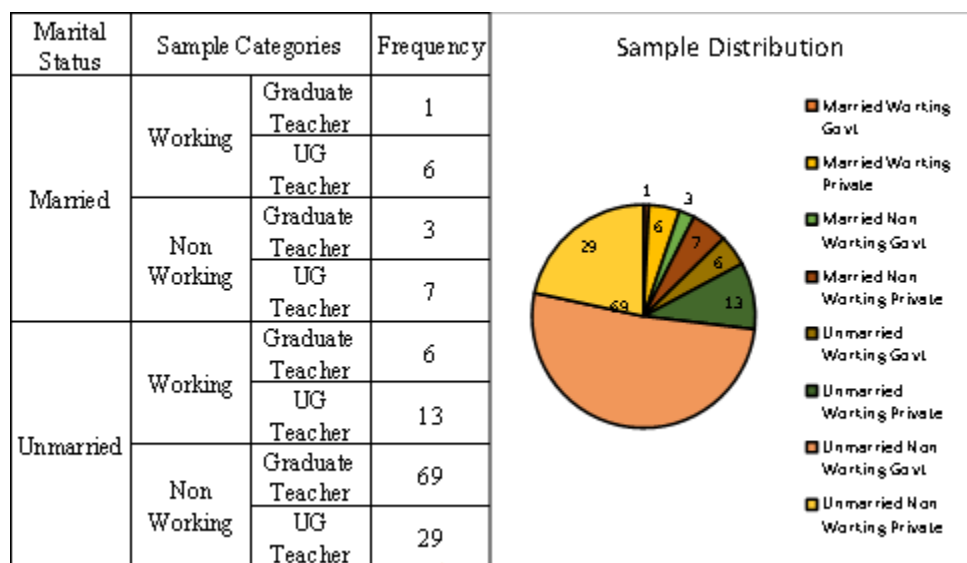


Table 4:- Correlation of well-being scores in both the groups.

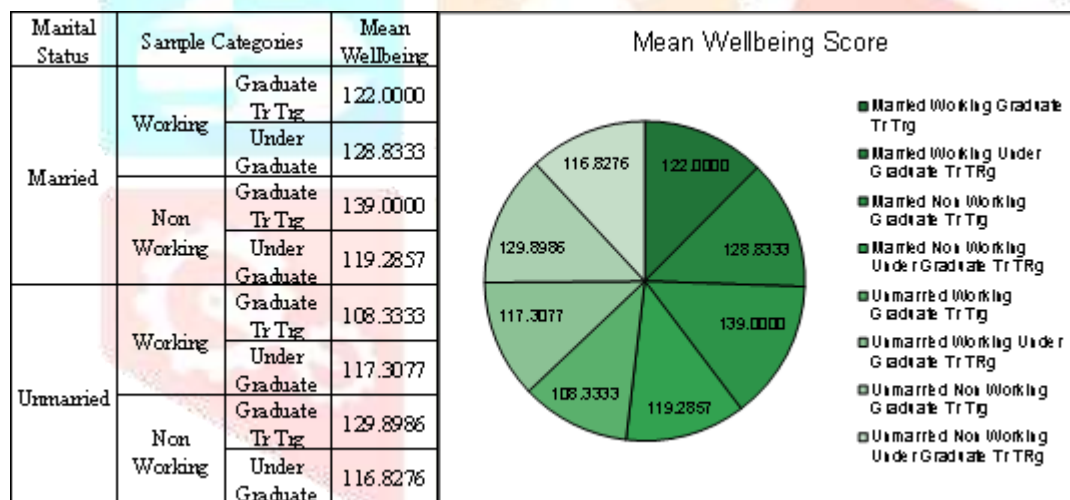


Table 4 indicates that there is no significant correlation among any of the dimensions of wellbeing among the teacher trainee students from both groups and within groups.

Table 5:- Correlation of age and well-being on the Ryff scale.

TOTAL SCORE	Age
Pearson Correlation	-0.075
Sig. (2-tailed)	0.388
N	134
Null Hypothesis	Retained

Findings from Table 5, clearly indicate that wellbeing has no correlation with age. The hypothesis has been retained, with well-being showing no significance at 0.388(2-tailed) analysis. The null hypothesis is retained.

Table 6:- Comparison of wellbeing dimensions and marital status in both the groups.

ANOVA (Married (17), Unmarried (117))					
Married / Unmarried	N	Mean	Std. Deviation	F	Sig.
ATMY	17	19.8235	3.66120	0.014	0.906
	117	19.6581	5.57111		
	134	19.6791	5.35591		
EM	17	20.7059	6.17216	1.875	0.173
	117	18.2051	7.14690		
	134	18.5224	7.05906		
PG	17	22.5294	4.52932	0.275	0.601
	117	21.7778	5.64482		
	134	21.8731	5.50655		
PR	17	20.2353	4.30885	0.403	0.527
	117	23.8718	23.48644		
	134	23.4104	22.01852		
PL	17	18.1176	4.96088	0.001	0.980
	117	18.1538	5.55787		
	134	18.1493	5.46831		
SA	17	24.8824	5.17062	0.004	0.952
	117	24.7778	6.86710		
	134	24.7910	6.65935		
Total	17	126.2941	18.39077	0.089	0.766
	117	124.1538	28.73470		
	134	124.4254	27.59246		

ANOVA findings from table 6, reveal no significant correlation between wellbeing and marital status indicating skills required to face challenges of managing relationships on personal and professional front on a day to day basis.



Table 7:- Comparison of wellbeing dimensions with working and non-working groups.

ANOVA (Working (26), Nonworking (108))					
Working / Nonworking	N	Mean	Std. Deviation	F	Sig.
ATMY	26	17.6154	5.12310	4.931	0.028
	108	20.1759	5.31411		
	134	19.6791	5.35591		
EM	26	19.1154	7.40987	0.226	0.635
	108	18.3796	7.00029		
	134	18.5224	7.05906		
PG	26	22.0000	6.65132	0.017	0.896
	108	21.8426	5.22961		
	134	21.8731	5.50655		
PR	26	19.1538	4.91278	1.207	0.274
	108	24.4352	24.32117		
	134	23.4104	22.01852		
PL	26	16.8077	6.59102	1.956	0.164
	108	18.4722	5.14547		
	134	18.1493	5.46831		
SA	26	23.3846	6.73544	1.444	0.232
	108	25.1296	6.62774		
	134	24.7910	6.65935		
Total	26	118.0769	28.45899	1.717	0.192
	108	125.9537	27.29396		
	134	124.4254	27.59246		

Table 7 ANOVA findings indicates a significant correlation of Autonomy with a mean (20.1759) in the well-being dimension and the status of working or non-working trainees, however the trainees need to develop strategies and coping mechanisms to deal with everyday situations in life for enhanced well-being on the other dimensions also.

Table 8:- Comparison of well-being dimensions and teacher training programmes.

ANOVA Graduate Tr Trg (79) / Under Graduate Tr Trg (55)					
Grad Tr Trg / Under Grad	N	Mean	Sd. Deviation	F	Sig.
ATMY	79	20.5823	5.68536	5.665	0.019
	55	18.3818	4.58860		
	134	19.6791	5.35591		
EM	79	18.8608	7.24787	0.440	0.508
	55	18.0364	6.81492		
	134	18.5224	7.05906		
PG	79	22.9241	5.67670	7.345	0.008
	55	20.3636	4.91921		
	134	21.8731	5.50655		
PR	79	25.7848	28.21469	2.259	0.135
	55	20.0000	4.91031		
	134	23.4104	22.01852		
PL	79	18.5696	5.53470	1.139	0.288
	55	17.5455	5.36386		
	134	18.1493	5.46831		
SA	79	25.1772	7.07788	0.646	0.423
	55	24.2364	6.02760		
	134	24.7910	6.65935		
Total	79	128.5063	29.54782	4.315	0.040
	55	118.5636	23.55196		
	134	124.4254	27.59246		

The ANOVA findings in Table 8 reveal significant correlation in Autonomy with mean (20.5823) and Personal Growth with mean (22.9241) and overall well-being with mean (128.5063) indicating that training institutes play a role in enhancing wellbeing in the teacher trainees. Wellbeing does not show any dependency on the demographic variables but is a function of psychological variables that need to be considered such as perception towards wellbeing, attitude towards wellbeing, self-esteem and peaceful atmosphere for self- growth that should be enhanced, thus improving the attitude and understanding towards positive wellbeing.

Table 9:- Comparison of T-test scores on wellbeing and demographics of marital status, job status and training institute.

<b>t -Test (Unequal Variance) Well being Score</b>									
Measures		N	Mean	Std. Deviation	Std. Error Mean	df	t	Sig. (2-tailed)	Null Hypothesis
Marital Status	Married	17	126.2941	18.39077	4.46042	28.863	0.412	0.683	Retained
	Unmarried	117	124.1538	28.73470	2.65652				
<b>t -Test (Equal Variance) Well being Score</b>									
Job	Working	26	118.0769	28.45899	5.58127	132	-1.310	0.192	Retained
	Non Working	108	125.9537	27.29396	2.62636				
<b>t -Test (Equal Variance) Well being Score</b>									
Institution	Graduate Tr Trg	79	128.5063	29.54782	3.32439	132	2.077	0.040	Rejected at 0.05 Level
	UG Tr TRg	55	118.5636	23.55196	3.17575				

The t-test results showed a significant difference among government institutes with a mean 128.5063, as compared to that of private institutes with a mean of 118.5636, indicating that the government teacher trainee students have high wellbeing, as compared to the private teacher trainees with lower scores on wellbeing. A high wellbeing score can be looked at from the psychological aspects that attribute towards a better perception of wellbeing as compared to a low score on wellbeing due to weaker perception of wellbeing.

This could also be due to differences in the experiences of the trainees from a government programme as compared to the students doing the programme with a private institute.

Table 10:- Comparison of total wellbeing scores of the trainee students.

Levels of Wellbeing	Frequency	Percentage
Low	43	32.09
Medium	68	50.75
High	23	17.16
Total	134	100

Findings from Table 10 on overall wellbeing have been found as low(32.09), medium(50.75) and high(17.16) indicating the need to design programmes for the teacher trainees to enhance psychological well-being that will help them become mental health facilitators as future educators. A study was conducted on 186 teacher trainee students on time management and psychological well-being, analyses on t-test, ANOVA and correlation concluded positive relationship between managing time as well as other demographics like family relationships and fathers education. A study on stress and psychological distress was conducted by Roland.P.Chaplan (2008), on teacher trainee students using a 12 item General Health Questionnaire (GHQ) to assess workload and lack of social support .The findings indicated, lack of adequate training for trainee teachers to handle classroom behavior which can add stress to their work environment and indirectly affect their wellbeing.

**Conclusions**

The findings in the present study have highlighted that wellbeing dimensions are not dependent on the age, work status or relationships, rather depend on how the individual ,understands wellbeing in context with their personal growth that will empower them to think, act and behave in ways that are important for their own achievement in life on various fronts. A healthy, positive environment and a supportive faculty can help teacher trainees develop emotional resilience and capabilities to contribute positively towards building a positive school climate as mentors and guides for the future generations, for a stress- free society.

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