

# A Profile of Psychological Well-being of Student: Teachers of Colleges of Education

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## ABSTRACT

The present study identified psychological well-being profiles in a sample of student- teachers from aided and unaided college of education. 100 student-teachers completed Carol Ryff's (1995) Psychological Well-Being (PWB) scale. The present research is of a descriptive survey type. Profile analysis was applied to six indices from PWB scale: self-acceptance, purpose in life, environmental mastery, positive relations with others, personal growth and autonomy. The results show that a profile analysis shows a flat level of profile of the Psychological Well-being of student-teachers of both the groups. The study reveals that there is no difference in the mean scores of psychological well-being of student teachers of both the groups of college of education. On the basis of the items in the Psychological Well-being scale, it may be concluded that the dimensions of psychological well-being of student-teachers is substantial in magnitude.

**Keywords:** Psychological well-being, student –teachers

Mind, body and soul need infinite peace, joy and happiness. The one point agenda people need to follow is that one's wellbeing and happiness should not depend on others or on materialistic gains, fame etc. Psychological imbalance occurs if one's happiness is conditional. Happiness is internal. If the mind is happy the body is stress free and the same is generated in one's life, home and work place. Hence psychological well-Being accelerates an all-round source of pious, peaceful inter relation with each other. Healthy body and healthy mind generates the same positive vibes all around and once these skills are mastered and imbibed they benefit everyone. Its important for teachers to be happy, peaceful and possess a body that is stress free. Therefore a teacher's psychological well-being will lead to effective performance which in turn will benefit the students.

## Concept of Psychological Well-being

Carol Ryff's Model of Psychological Well-Being provides a powerful framework through which one can analyze and organize one's life, and

can generate ideas about how to live better. The sense of happiness or contentment with life is the result of psychological wellbeing. It also means active engagement with life activities and others. Psychological well-being is compromised when negative emotions interfere with a person's ability to function effectively in their daily life. Psychological well-being can be related with the effective functioning of an individual and development of one's potential and control of one's life with a purpose.

Carol Ryff's study centered on psychological well-being of people. She developed an integral theoretical framework of well-being on the basis of an extensive literature review. The most important perspectives were: Life span theories (e.g. Erikson 1959), Clinical theories on personal growth (e.g. Maslow 1968; Rogers 1961; Allport 1961) and the criteria of positive mental health formulated by Jahoda (1958). In addition she incorporated insights from her own research and development.

Carol Ryff's designed six theoretically motivated constructs of psychological well-being, which are:

Autonomy - independence and self-determination; Environmental mastery - the ability to manage one's life; Personal growth - being open to new experiences; Positive relations with others - having satisfying, high quality relationships; Purpose in life - believing that one's life is meaningful; Self-acceptance - a positive attitude towards oneself and one's past life.

## REVIEW OF RELATED LITERATURE

Avsec, Masnec and Komidar (2009) conducted a study of personality traits and emotional intelligence as predictors of teachers' psychological well-being. The results of the study showed good predictive validity of personality traits, for they accounted for 22 to 43% of in different psychological well-being scales. Predictive validity of emotional intelligence is also excellent, but when controlling for personality traits is far worse, since it accounts for only 1 to 3% of variance in well-being scales.

Panatika, Khadijah, Badria, Rajaba, Abdul Rahmana, Shaha (2011) conducted a study of the impact of work family conflict on psychological well-being among school teachers in Malaysia. The results of the study showed that the level of work interference with family (WIF) is higher compared to the level of family interference with work (FIW) among the respondents. Time dimension the highest level to contribute the level of work-family conflict. Work-family conflict has negative influence on mental health, life satisfaction and mental health.

Simbula, Panari, Guglielmi and Fraccaroli (2012) conducted a study on teachers' well-being and effectiveness with specific reference to the role of the interplay between job demands and job resources. The aim of the present study was to investigate the interplay between job demands and job resources, by using the framework of the Job Demands-Resources Model. A questionnaire was administered to 439 Italian teachers working in secondary schools. The cluster analysis showed three groups of teachers, named as Resourceful, Stressed and Wealthy, who differ significantly in all considered work outcomes. Our results confirm the value of job resources as a core aspect that stimulates personal growth and allows teachers to achieve work goals regardless of the level of job demands.

Vazi, Ruiter, Bart Van den Borne, Dumont, Martin and Reddy (2011) conducted a study of indicators of

subjective and psychological wellbeing as correlates of teacher burnout in the Eastern Cape. The results of the study reveal measures of subjective and psychological wellbeing added significantly to the explained variance in teachers' feelings of depersonalisation and emotional exhaustion. The study suggests that indicators of subjective and psychological wellbeing can be evaluated for inclusion in burnout prevention interventions in teachers.

Sa Tydskrif Vir Bedyesiel Kunde (2013) conducted a study of the relationship between well-being indicators and teacher psychological stress in public schools of South Africa. The study showed that, stress is prevalent amongst teachers. The results implied that interventions focusing on improving psychological wellbeing and reduction of negative affect can contribute to stress prevention.

Öğretmenlerin okul iş yaşam, kaliteleri ve psikolojik iyi oluşları arasındaki ilişki Abdurrahman Ilgan, Öykü Özü-Cengi, Atakan At and Muhammad Akram (2015) conducted a study of the relationship between teachers' psychological well-being and their quality of school work life. The purpose of this study was to investigate the relationship between quality of school work life (QSWL) and psychological well-being (PWB) of public school teachers. The study revealed that teachers rated their level of Quality of School Work Life moderately, and rated their level of Psychological Well-being relatively higher. The findings of the study indicate that there were some differences in QSWL levels of teachers in connection with some demographic variables. Further, stepwise linear regression revealed that their quality of school work life rating described teachers' psychological well-being.

Jacobsson, Åkerlund, Graci, Cedstrand and Archer (2016) conducted a study of teacher team effectiveness and teachers' well-being. The purpose of the present study was to examine the relationship between how teachers rate the effectiveness of their 'teacher-teams' as well as the experience of their own well-being. The results indicate a strong relationship between the effectiveness of the teacher-teams and teachers' well-being, both with regard to levels of emotional exhaustion and work satisfaction. More effective teamwork was associated with lower levels of emotional exhaustion and higher levels of work satisfaction.

Salimirad and Srimathi (2016) conducted a study of the relationship between psychological well-being and occupational self-efficacy among teachers in the city of Mysore, India. The findings highlighted that, in the educational field, organizations should concentrate on teachers as a key element of the educated society; hence, they should concentrate on the psychological aspects of teachers' personality. The study has also found that high self-efficacy and high psychological well-being are positively related; which in turn, could be considered in workplace in order to progress the productivity of educational outcomes. Finally, there was no significant effect of gender on both occupational self-efficacy and psychological well-being.

Zahoor (2015) conducted a study on a comparative study of psychological well-being and job satisfaction among teachers. The purpose of the present study is to investigate the relationship between well-being and job satisfaction among government and private school teachers. The differences in the obtained data were analyzed by using 't' test and the relationship was analyzed using Pearson's correlation. Significant differences emerged in the well-being and job satisfaction among government and private school teachers.

Zaki (2016) conducted a study of psychological well-being. This paper attempted to explain the promotion of awareness of psychological well-being in beginning teachers as well as in-service teachers for their optimal functioning in teaching. This paper also explains relationship between psychological well-being and self-determination theory which involves human motivation, very useful for effective teaching. In the end author suggests to facilitate psychological well-being of teachers in teacher education programs.

### Need of the Study

Teachers play an important part in the teaching – learning process. A teacher influences a student to a great extent. The challenges faced by a teacher in a globalized world are difficult to manage. It is essential that teachers have a balance between their life and work and therefore need to possess higher psychological well-being. There are many factors that do not allow teachers to perform efficiently. Hence it is important to study the dimensions of psychological well-being to enhance teacher's

performance. It is vital for teachers to be mentally, emotionally socially and physically sound. Few researches have been conducted on this topic.

### Research Question

Do the student-teachers of aided and unaided college of education differ on the psychological well- being dimensions?

### Aim of the Study

To develop and analyse the profile of psychological well-being of student-teachers of aided and unaided college of education.

### Objectives of the Study

1. To develop the profile of psychological well-being of student-teachers of aided and unaided colleges of education.
2. To compare the dimensions of psychological well being of student-teachers of aided and unaided colleges of education.

### Operational Definition

1. **Psychological well-being** refers to the ability of a student teacher to strive towards perfection that will lead to realization of his/ her potentials. It is the score obtained by student-teachers on psychological well-being scale.
2. **Autonomy** refers to resisting social pressures and act, regulate behavior and evaluate oneself by personal standards.
3. **Environmental Mastery** refers to a sense of mastery and competence in managing and controlling the environment.
4. **Personal Growth** refers to a feeling of continued development; open to new experiences and have the sense of realizing potential.
5. **Positive Relations** refers to satisfying, trusting relationships with others and concerned with the welfare of others.
6. **Purpose in life** refers to attainment of goals in life and a sense of directedness, aims and objectives for living.
7. **Self-acceptance** refers to a positive attitude toward oneself; acknowledge and accept

multiple aspects of oneself including both good and bad qualities; and feel positive about one's past life.

**Sampling Technique of the Study**

In the present study, a two-stage sampling technique was used. The stratifying factor was the type of management of the college of education. The data were collected from different types of college of education. In the first stage, sampling involved the selection of colleges of education from Greater Mumbai based on the type of management using the stratified random technique. Here the two strata were the aided and unaided colleges of education. The second stage of sampling was the selection of student-teachers from selected colleges. At this stage, the sampling technique involved incidental technique due to reasons beyond the researcher's control.

**METHODOLOGY OF THE STUDY**

The present research is of a descriptive survey type. The main goal of this type of research is to describe the level of psychological well-being of student-teachers and to gain a better understanding of it.

**Tool of the Study**

The tool used for the study was standardized one. Ryff Scales of Psychological Well-Being (1995). The tool used for psychological well-being is a scale of 42 items. The dimensions of the tool are Autonomy, Environmental Mastery, Personal Growth, Positive Relations, Purpose in Life and Self-acceptance. The test – retest reliability range was 0.81 – 0.88. The validity of the scale with respect to positive factor was 0.25 to 0.73 and negative correlation was -0.30 to -0.60. The response format for all items normally comprises seven ordered categories labelled from 'strongly agree' to 'strongly disagree'. It is a 6 point likert-type scale. The minimum possible score is 42 and the maximum score 210.

**Sample of the Study**

For the purpose of the present study the population is taken from the aided and unaided college of education. The sample comprises of student – teachers. The medium of instruction in these colleges was English. The sample consisted of 100 student teachers from B.Ed. Table 1 gives the sample and type of college of education selected for the study.

**Table 1:** Gender Wise Sample Size of Student-Teachers

Type of Management	Male	Female
Aided	5	45
Unaided	5	45
<b>Total</b>	<b>10</b>	<b>90</b>

Table 1 shows that a large majority of student-teachers were female (90%). This is due to the fact that in the population of student-teachers from colleges of education, the number of female teachers are more than that of male student-teachers on account of feminisation of the teaching profession. Table 2 shows the distribution of the sample by type of management of the college.

**Table 2:** Sample of Student Teachers by Type of Management of the College

Type of Management	Sample size
Aided	50
Unaided	50
<b>Total</b>	<b>100</b>

Table 2 shows that there are equal number of student-teachers from aided and unaided college.

**Findings of the Study**

Table 3 shows the Mean Scores on the dimensions of psychological well-being of student-teachers.

**Table 3:** Mean Scores on the Dimensions of Psychological Well-being of Student-Teachers

Type of College	Autonomy	Environmental Mastery	Personal Growth	Positive Relations	Purpose in Life	Self-Acceptance
Aided College	4	3.94	3.88	4.07	3.92	3.86
Unaided College	4.05	3.93	3.98	4.02	4.03	3.84
Grand Mean	4.025	3.935	3.93	4.045	3.975	3.85

The dimensions of Psychological Well-Being of student-teachers of aided and unaided college of education show that there is not much difference between the average scores of the dimensions of autonomy, Environmental mastery and self-acceptance of both college of education. There is a difference between the mean scores of the dimensions of Personal Growth, Positive Relations and Purpose in Life of both college of education. The dimensions of psychological well being of student teachers of aided and unaided college of education are shown in the table 3.

Fig. 1 shows the profile of psychological well-being of student-teachers from aided and unaided colleges.

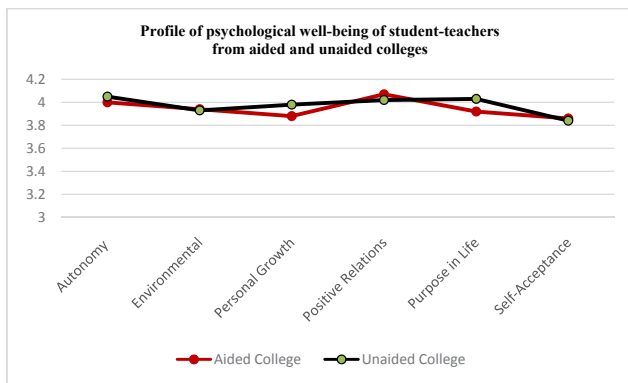


Fig. 1.

### Profile Analysis

A profile analysis shows a flat level of profile of the Psychological Well-being of student-teachers of both the groups. The study reveals that there is no difference in the mean scores of psychological well-being of student teachers of both the groups of college of education.

### Mean Score of Psychological Well-Being of Aided and Unaided College of Education

There are three aspects of profile analysis as follows:

- ❑ Whether lines are parallel. A profile plot of psychological well-being of aided and unaided colleges suggests that the two lines are not parallel. They intersect at four points.
- ❑ Whether groups are at equal levels. The groups are almost at equal levels as can be seen from the two lines in Fig. 1. Thus the study shows that the psychological well-being is not affected by the type of management of B.Ed. colleges.

- ❑ Whether the profiles exhibit flatness. The profile shows flatness between and the across dimensions.

### Level of Psychological Well-Being of Student-Teachers

Table 4 shows the criterion of determining the level of psychological well-being of student-teachers.

**Table 4:** Criteria of Determining Psychological Well-being of Student Teachers

Range	Magnitude
1-1.20	Negligible
1.21-2.40	Low
2.41-3.60	Moderate
3.61-4.80	Substantial
4.81-6.00	Very High

Analyzing the Mean Scores on the dimensions of psychological well-being given in table 3, it may be concluded that on the basis of the items in the Psychological Well-Being Scale, it may be concluded that the dimensions of psychological well-being of student-teachers is substantial in magnitude.

### CONCLUSIONS OF THE STUDY

The psychological well-being of student-teachers of aided and unaided colleges is of the same level. Thus, the type of management of the college does not have any implications for the psychological well-being of student-teachers.

The reasons could be that the student-teachers come from the same population and the same background and therefore the group is same on the mean scores. It could also be that the same curriculum is being taught in both the types of colleges. The other reason could be that the teacher educators belong to the same background.

The psychological well-being and its dimensions, namely, Autonomy, Environmental Mastery, Personal Growth Positive Relations, Purpose in Life and Self-acceptance are “substantial” in magnitude. However, there is need to develop a special intervention programme or modules for enhancing the psychological well-being of student- teachers.

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