

Nurturing Future Educators: The Crucial Role of Well-being in Pre-Service Teachers

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Abstract

Educators play a fundamental role in students' development, highlighting the necessity of comprehending various dimensions of teacher well-being. This study focuses on emotional, psychological, social, spiritual, self-awareness, and physical well-being among pre-service teachers to enhance their training and overall effectiveness. A stratified random sampling method was employed, surveying 800 pre-service teachers from four districts. A tool by Dr. Vijaya Lakshmi Chauhan and Dr. Varsha Sharma (2018) was utilized to gauge well-being dimensions. Findings revealed that pre-service teachers exhibited average well-being levels, with varying dimensions ranking differently. Emotional well-being held the highest rank, followed by self-awareness, spiritual, social, and physical well-being. Psychological well-being ranked lowest, suggesting a need for greater mental health support. Significant differences were observed in well-being across variables like age, locality, medium of instruction, and education qualification, while gender, subject specialization, parental education, and occupation showed minimal variation. Modules focusing on stress management, resilience, and self-awareness are pivotal for preparing future educators holistically. Prioritizing pre-service teacher well-being ensures not only their mental health but also fosters positive, supportive learning environments that benefit students' engagement and success.

Keywords: Well-being, Pre-service Teachers, Teacher Education

Introduction:

Teachers play a pivotal role in shaping the holistic development of their students, and understanding the various dimensions of well-being is crucial for fostering a conducive learning environment. Emotional well-being involves recognizing and managing one's emotions effectively, enabling teachers to create a supportive atmosphere where students feel emotionally secure. Psychological well-being encompasses cognitive aspects such as problem-solving and critical thinking skills, allowing educators to nurture students' intellectual growth. Social well-being is vital for building positive relationships within the classroom, promoting collaboration, empathy, and a sense of community.

Spiritual well-being involves finding meaning and purpose in life, which can be translated into teaching by helping students explore their values and beliefs. Self-awareness is fundamental for teachers as it enables them to understand their own strengths and weaknesses, fostering personal and professional growth. Additionally, physical well-being is essential for educators to maintain the energy and stamina required for the demanding nature of their profession.

Recognizing and prioritizing these dimensions of well-being is not only beneficial for students but also crucial for teachers themselves. Educators who prioritize their emotional and psychological health can model resilience and coping strategies, creating a positive impact on their students. Social well-being enables teachers to build strong connections with their students, fostering a supportive learning environment. Spiritual well-being can provide educators with a sense of purpose and fulfillment in their profession, contributing to overall job satisfaction.

Moreover, self-awareness allows teachers to be reflective practitioners, constantly improving their teaching methods and interpersonal skills. Physical well-being is essential for sustaining the energy levels needed for effective teaching. A teacher who takes care of their well-being is better equipped to handle the challenges of the profession and contribute positively to the academic and personal growth of their students. Understanding and prioritizing the various dimensions of well-being is not only vital for the holistic development of students but is equally significant for the overall effectiveness and job satisfaction of teachers. By nurturing their own well-being, educators can create a positive and enriching learning environment that benefits both themselves and their students.

Need and Significance of the Study

There is an increasing awareness of the challenges faced by educators, both in pre-service training and in their subsequent careers. Stress, burnout, and mental health issues are prevalent among teachers. Investigating the well-being of pre-service teachers can shed light on the factors contributing to this well-being gap and inform interventions at an early stage.

The well-being of pre-service teachers directly influences the quality of learning environments they create. A positive and healthy teacher contributes to a more conducive and supportive atmosphere for student learning. Understanding how well-being affects teaching practices can lead to strategies that enhance the overall educational experience.

The transition from pre-service training to professional teaching is a critical period. It often involves significant stressors, such as adapting to the demands of the classroom, establishing professional identities, and dealing with the expectations of students, parents, and administrators. Investigating well-being during this transition can provide insights into how to better support new educators.

Teacher well-being is closely linked to job satisfaction and retention. Addressing well-being concerns during pre-service training can contribute to a more satisfied and committed teaching force. This is critical for retaining talented educators and preventing attrition, which is a significant issue in many educational systems. By identifying specific stressors and challenges faced by individuals in training, programs can be tailored to address these issues, providing better preparation for the demands of a teaching career.

Investigating the factors that contribute to well-being can help identify strategies to enhance the resilience of pre-service teachers. Resilient educators are better equipped to handle the inevitable challenges of the profession and are more likely to persist and thrive in their careers.

Teacher well-being is linked to student outcomes. Happy and healthy teachers are more likely to be effective in the classroom, positively impacting student learning, behavior, and overall development. Thus, investing in the well-being of pre-service teachers has a potential ripple effect on the educational experience of students.

The study on the well-being of pre-service teachers is essential for addressing current challenges in teacher education, preparing future educators for the demands of the profession, and ultimately contributing to the creation of positive and effective learning environments.

Objectives of the study:

1. To find out the overall level of well-being of Pre-service Teachers
2. To find out the well-being of Pre-service Teachers with respect to Dimensions emotional ,psychological, social ,spiritual , self awareness and physical
3. To find out the significant difference in Well-being with respect to the variables Gender, Locality, Age, subject specialization, Medium of Instruction, Education Qualification Parental Education and Parental Occupation

Methodology

Descriptive survey method and stratified random sampling technique was adopted. From the selected sampling area comprising four districts, four teacher education colleges were selected and from each college 25 student teachers from the science stream and 25 students teachers from the arts stream were randomly selected for the study. Thus, from each district 4x50 student teachers were selected. On the whole the selected 4 districts 800 sample respondents were drawn by adapting stratified random sampling technique and to assess the Well-being the tool was developed by Dr. Vijaya Lakshmi Chauhan and Dr. Varsha Sharma(2018) was used . The tool consists of statements related to emotional well-being, social well-being, psychological well-being, spiritual well-being, self awareness and physical well-being

Analysis of data

Describing the Overall level Well-being of Pre-service Teachers

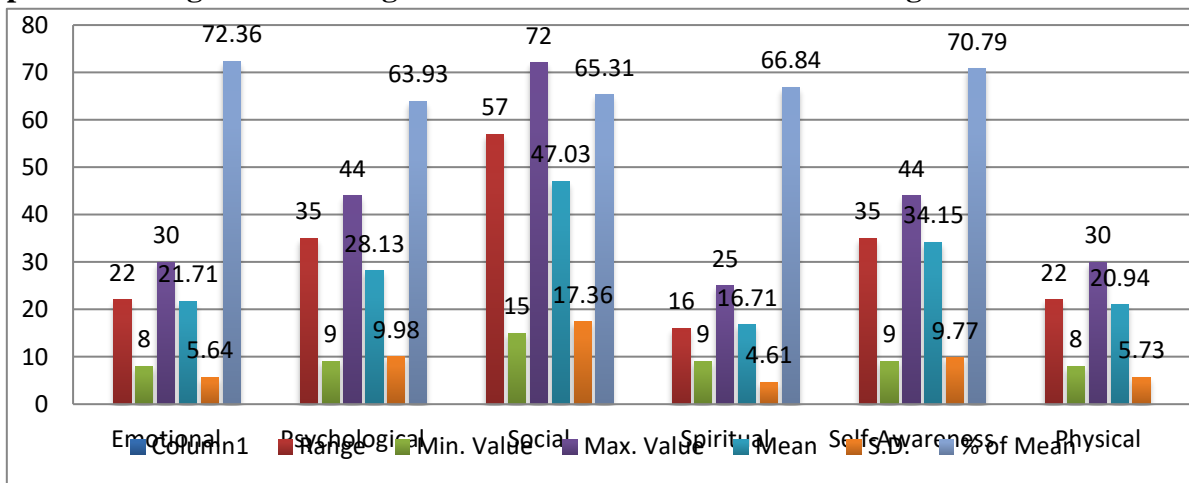
Well-being	Extremely High	High	Above Average	Average	Below Average	Low	Very Low
Number of Students	89	130	143	130	105	112	91
%of Students	11.12	16.25	17.87	16.25	13.12	14.0	11.37

Interpretation: The table provides information on the distribution of Well-being levels among a sample of 480 respondents. The overall level of well-being of Pre-service Teachers on average i.e. 68.08 %. The Well-being levels among a sample of 800 Pre service teachers 11.12% Extremely High well-being, High well-being were 16.25% Above Average well-being 17.87% and 16.25 had Average well-being, Below Average well-being were 13.12% Low well-being, were 14% and Very Low well-being were 11.37 of the total teachers. The reason might be lack of knowledge of self awareness and how to develop and maintained sustainable growth and development. Well being of pre service teachers is very low and there are some teachers who falls in the category of extremely high well being the reason might be good knowledge and awareness of self development.

Table- 2: Describing the Various Dimensions of Well-being in Pre-service Teachers

S No	Dimension of Well-being	N	Range	Min. Value	Max. Value	Mean	S.D.	Percentage of Mean	Rank
1	Emotional	800	22	8	30	21.71	5.64	72.36	II
2	Psychological	800	35	9	44	28.13	9.98	63.93	VI
3	Social	800	57	15	72	47.03	17.36	65.31	V
4	Spiritual	800	16	9	25	16.71	4.61	66.84	IV
5	Self-Awareness	800	35	9	44	34.15	9.77	77.61	I
6	Physical	800	22	8	30	20.94	5.73	69.80	III

Graph 1: Showing the Percentage of Various Dimensions of Well-being in Pre-service Teachers



Interpretation: From the table and its associated graph shows the results of a study on well-being, which assessed 800 teachers on five dimensions of well-being. The percentage of mean score was 72.36 for Emotional dimension. For Psychological dimension was 63.93. Social dimension was 65.31. Spiritual dimension was 66.84. Self-Awareness dimension was 77.61. Physical dimension. The dimension wise analysis shown that emotional dimension at attained first rank, self awareness attained second rank, spiritual dimension ranks third, social dimension ranks fourth and psychological dimension ranks at fifth. Emotional dimension ranks first reason might be higher mental capacity and capability of pre-service teachers to solve the problem and remained active in difficult situation and last rank dimension is psychological dimension the reason might be low preference given to that dimension their cognitive ability is very low due to less use of mental power.

Discussion: The psychological dimension of well-being also had a relatively low mean score, which suggests that teachers may need more support in terms of their mental health. (Cohen-Katz, 2010;

Skaalvik & Skaalvik, 2018). On the other hand, the social dimension of well-being had the highest mean score, indicating that teachers generally have good social support. (Cohen & Wills, 1985; Cobb, 1976). Additionally, the results of the study show that the spiritual dimension of well-being had a relatively low mean score. This finding is consistent with research that has found that spirituality can be an important factor in enhancing well-being (Pargament et al., 2004; Koenig, King, & Carson, 2012).

Table -3 Description of difference in Well-being with respect to the variables , Gender, Locality, Age, subject specialization, Medium of Instruction, Education Qualification Parental Education and Parental Occupation

Variable		N	Mean	S.D.	t-value
1. Gender	Male	400	143.76	22.93	0.93
	Female	400	142.24	23.85	
2. Locality	Rural	400	143.36	23.52	3.02
	Urban	400	138.53	21.63	
3. Age	Below 25	378	145.23	23.11	3.14
	Above 25 years	422	140.19	22.23	
4. Subject Specialization	Science	400	144.47	22.83	0.35
	Arts	400	143.91	22.26	
5. Medium	English	560	140.53	23.57	3.09
	Telugu	240	145.92	22.14	
6. Educational Qualification	Graduate	546	149.70	22.82	2.69
	Post-Graduate	254	145.12	21.24	
7. Parental education	<u>Under Graduate</u>	352	144.67	23.43	0.64
	Graduate	448	143.62	22.67	
8. Parental Occupation	Govt. Employee	122	142.68	22.64	1.21
	Private Employee	678	145.38	23.04	

The study reveals notable differences in well-being across various demographic variables. Regarding gender, females (M = 142.24, SD = 23.85) scored slightly lower than males (M = 143.76, SD = 22.93), with a negligible effect size (t = 0.93). Urban residents exhibited lower well-being (M = 138.53, SD = 21.63) compared to their rural counterparts (M = 143.36, SD = 23.52), demonstrating a significant difference (t = 3.02). Moreover, individuals above 25 years old (M = 140.19, SD = 22.23) reported lower well-being than those below 25 years (M = 145.23, SD = 23.11), displaying a notable distinction (t = 3.14). However, subject specialization, with Science (M = 144.47, SD = 22.83) and Arts (M = 143.91, SD = 22.26), showed negligible differences. Notably, those instructed in Telugu (M = 145.92, SD = 22.14) scored higher in well-being than those taught in English (M = 140.53, SD = 23.57), exhibiting a substantial disparity (t = 3.09). Education-wise, graduates (M = 149.70, SD = 22.82) reported higher

well-being than post-graduates ($M = 145.12$, $SD = 21.24$), displaying a significant difference ($t = 2.69$). Interestingly, parental education levels (Under Graduate: $M = 144.67$, $SD = 23.43$; Graduate: $M = 143.62$, $SD = 22.67$) showcased minimal variation. In terms of parental occupation, private employees ($M = 145.38$, $SD = 23.04$) exhibited slightly higher well-being compared to government employees ($M = 142.68$, $SD = 22.64$), with a moderate effect size ($t = 1.21$).

Findings

1. Well being of pre service teachers is very low
2. The emotional dimension attained first rank, self awareness attained second rank, spiritual dimension ranks third, social dimension ranks fourth and psychological dimension ranks at fifth
3. It is observed that Age, locality, medium of instruction, and education qualification displayed more noticeable differences in well-being, while gender, subject specialization, parental education, and parental occupation demonstrated comparatively smaller variations

Educational implications of the study

1. The study on the well-being of pre-service teachers carries several significant educational implications that can positively impact teacher education programs and the overall quality of the educational experience.
2. Incorporating well-being components into teacher education curriculum is crucial. This integration can involve modules focusing on stress management, resilience building, mindfulness practices, and self-awareness. Training programs should nurture the emotional, social, psychological, spiritual, and physical well-being of future educators to prepare them holistically for the demands of the profession.
3. Prioritizing the well-being of pre-service teachers within teacher education programs has far-reaching implications. It not only ensures the mental and emotional health of educators but also contributes to the creation of positive and supportive learning environments that enhance student engagement and success. Integrating well-being components into teacher training can foster a resilient, fulfilled, and effective teaching workforce, ultimately benefiting both educators and their students.

4. Suggestions

1. Conduct a comparative analysis of well-being levels across different teacher education programs to identify best practices.
2. Investigate the correlation between pre-service teacher well-being and retention rates in the teaching profession.
3. Explore the connection between pre-service teacher well-being and academic and socio-emotional outcomes of their students.

Recommendations of the Study:

1. Evaluate the integration of well-being components into teacher education curriculum, focusing on stress management and resilience.
2. Investigate how cultural and contextual factors influence the well-being of pre-service teachers.

3. Explore strategies for incorporating well-being into the professional development of in-service teachers.
4. Examine the potential policy implications of prioritizing teacher well-being in education systems.
5. Utilize mixed-methods research to comprehensively understand the interplay between different dimensions of well-being and their impact on pre-service teachers.

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