

A Study on the Well – Being of Teacher Trainees in Aizawl City in relation to their Gender

Malsawmsanga¹, Dr. Donna Lalnunfeli², Dr. Tracy Lalduhawmi³,
Lalbiakdiki⁴, Vanlalhluzuala Sailo⁵

¹M.Ed. Student

^{2,3}Assistant Professor

^{4,5}Research Scholar

Abstract

The study was conducted to compare the well – being of teacher trainees in Aizawl city. Stratified random sampling method was adopted by selecting 309 teacher trainees of the institutes of IASE, MZU and DIET. To accomplish this, well-being scale developed by Dr. (Mrs.) Ripenjeet Kaur was used for collection of data. Analyses were done by testing hypotheses to find out the significant difference between male and female teacher trainees of each institution and to find out the level of well – being among all teacher trainees of each institute. No significant differences in the level of well – being were found between male and female teacher trainees.

Keywords: Well-being, teacher trainees.

Introduction

Well-being has been defined as the combination of feeling good and functioning well, the experience of positive emotions such as happiness and contentment as well as the development of one’s potential, having some control over one’s life, having a sense of purpose, and experiencing positive relationships. It is a sustainable condition that allows the individual or population to develop and thrive.

The World Health Organisation describes well-being as a “resource for healthy living” and “positive state of health” that is “more than the absence of an illness” and enables us to function well psychologically, physically, emotionally and socially.

Brown (2008) explains that wellbeing can take many forms but a useful description is “feeling good and functioning well and feeling happy is a part of wellbeing but far from the whole”.

Creating psychologically safe spaces for teacher trainees or pre-service teachers to talk about their hopes, dreams and tensions of becoming teachers is complex work that requires teacher educators to engage with a range of pedagogical practices. A teacher educator must consider how they create this safe space, offering opportunity for vulnerabilities to be revealed. A mindfulness practice support being grounded and an ability to hold the space for pre-service teachers as they explore their well-being and thus develop, grow, maintain and protect their self-care.

During initial teacher education degrees, work integrated learning or professional experience, as it is more commonly referred to, occurs regularly with teacher trainees or pre-service teachers spending time within educational contexts such as schools developing their craft as a teacher and making explicit links to theory and practice. They work intensively with at least one mentor, a teacher who is active within the classroom context and able to support the development of the pre-service teacher as a future member of the profession. This is where pre-service teachers can authentically develop professionally. This is also a time where stress levels rise (Lemon & McDonough, 2020). It is not uncommon to have revealed that many pre-service teachers have not considered or been prepared sufficiently for these challenges (Caires et al., 2009). This is where self-awareness is often missing for the pre-service teacher (Sharplin et al., 2016). Revealed also are any gaps in initial teacher education training and the location of well-being and self-care to support pre-service teachers to effectively cope and develop their resilience in the face of stress (Mansfield, Beltman and Weatherby-Fell, 2020) and for subsequent preparation for their careers as teachers (Weldon, 2018).

Rationale of the Study

Teacher trainees or pre-service teachers typically juggle the demands and responsibilities of their dual roles as both students and teachers (Day & Gu 2010; Hong, 2010). They are often involved in limited teaching experiences, teaching in classrooms that are not their own, while at the same time continuing with their university studies. In light of the demands facing pre-service teachers and the alarming rates of attrition and burnout (Birchinall et al., 2019), understanding and supporting their well-being during this critical time of their professional development is a key concern for researchers, training programmes, and policy-makers alike.

There is dearth of literatures in the context of Mizoram with regards to the well-being education and promotion, and especially no experimental based studies have been found with social work intervention in the personality and social well-being of teacher trainees focusing on the local context. Regardless of gender, caste, colour, creed, social status as well as disability, it becomes clear to many that the need of well-being among teacher trainees are integral for a better future so as to provide better learning and education under the obvious influence of a person's well-being. The study throws light on the level of well-being among teacher trainees of Aizawl city, which ultimately enables the investigator to develop effective measures and positive ways to impart the knowledge of how crucial it is to be aware of the well-being for oneself and for educators to be aware of the well-being of students and co-workers as well.

Literature Review

Eldeleklioglu et al. in Turkey (2010) conducted a study on Investigation of teacher trainees' psychological well-being in terms of time management. This study is on teacher trainees' well-being in terms of time management, gender, family relationships, incomes, parents' education levels, residence and grade averages. The participants were 186 students between the ages of 20 and 25. The study concluded that while the teacher trainees' psychological well-being levels did not vary significantly according to gender, incomes, mother's education, place of residence and success, the variables of family relationships and father's education made some significant differences.

Kansal (2013) did a study on 'Well Being And Personality Structure Of Teacher Trainees In Punjab'. Among the objectives of the study were to study the well-being of teacher trainees in Punjab in terms

of physical, mental, emotional, social and spiritual well-being, and to study relationship of well-being and personality structure of teacher trainees across their certain personal variables. The study indicated that there is significant mean difference in the scores of well-being and different dimensions of personality structure of teacher trainees on the basis of gender. The male and female differ significantly in their well-being.

Talukdar did a study in Geographical Differences in Well-Being of Private B.Ed. College Trainees of Kamrup (Metropolitan) District, Assam 2021. This study attempted to examine the differences in well-being among the male and the female Trainees of the Private B.Ed. Colleges in Kamrup (Metropolitan) District of Assam, India with respect to different Geographical Locations. The population size was 676 B.Ed. Trainees including 116 Males and 560 Females. The study concluded that it is always desirable that there should be no difference between the well-being of male and female trainees. As per expectation, no significant difference was found between the well-beings of Male and Female Trainees of the Private B.Ed. Colleges in Rural Locations in the present study. However, significant difference had been found between the well-beings of Male and Female Trainees of the Private B.Ed. Colleges in Urban Location.

Vanlalruati, for her M.Ed dissertation(2021) conducted 'a study on the wellbeing of secondary school students of Aizawl city.' Her study was conducted among 300 students of government, private and deficit schools of Aizawl city. In her study she found that females have high level of wellbeing compared to male students. With regards to comparison between the schools, there were no significant difference found between government and deficit schools, between private and government schools. However, a significant difference was found between government and private schools.

Research Objectives

1. To find out the level of well – being of teacher trainees of Aizawl city.
2. To compare the difference in the level of well-being between male and female teacher trainees of Aizawl city.
3. To compare the difference in the level of well-being between male and female teacher trainees of IASE.
4. To compare the difference in the level of well-being between male and female teacher trainees of MZU.
5. To compare the difference in the level of well-being between male and female teacher trainees of DIET.

Research Hypotheses

1. There is no significant difference in the level of well-being between male and female teacher trainees of Aizawl city.
2. There is no significant difference in the level of well-being between male and female teacher trainees of IASE.
3. There is no significant difference in the level of well-being between male and female teacher trainees of MZU.
4. There is no significant difference in the level of well-being between male and female teacher trainees of DIET.

Tool used

For the present study a Well-Being Scale (WBS- RK) developed by Dr. (Mrs) Ripenjeet Kaur (2014), Vice Principal, Surjeet Memorial College of Education, Malwal, Ferozepur, published by National Psychological Corporation, Agra is used. The well-being scale was developed and standardized to measure the well-being of teacher trainees.

Research Design

The present study was conducted using Descriptive Survey Method.

Population of the study

Population of the study includes all teacher trainees from the institutes of IASE, MZU and DIET of Aizawl city.

Sample of the study

The sample of the present study comprises of 124 teacher trainees from IASE, 82 teacher trainees from MZU and 103 teacher trainees from DIET. Stratified Random Sampling is used for this study.

Findings of the Study

1. Findings in relation to Objective No. 1: ‘To find out the level of well-being among teacher trainees of Aizawl City.’

Table - 1

Sl. No.	Level of Well Being	N	Percentage
1	Extremely High	1	0.32
2	High	5	1.62
3	Above Average	20	6.47
4	Average	119	38.51
5	Below Average	107	34.63
6	Low	41	13.27
7	Extremely Low	16	5.18

The above Table – 1 reveals that, out of 309 teacher trainees, 0.32% fell under Extremely High category of well-being, 1.62% fell under High category of well-being, 6.47% fell under the category of Above Average well-being, 38.51% fell under Average category of well-being, 34.63% fell under the category of Below Average category of well-being, 13.27% fell under the category of Low level of well-being and 5.18% fell under Extremely Low level of well-being.

Discussion:

Well-being of teacher trainees seems to be average as found from the studies conducted. In Mizoram, people are believed to be normally living with well-maintained well-being and teacher trainees of Aizawl city are having the same. Above average level of well-being have the majority of teacher trainees under its category. However, higher percentage of well-being level are found in the categories

of below average, low level and extremely low level of well-being in comparison to high level and extremely high level of well-being. This shows that well-being of teacher trainees is needed to be taken care of.

2. Findings in relation to Objective No. 2: ‘Comparison in the level of well-being between male and female teacher trainees of Aizawl city.’

Hypothesis No. 1: There is no significant difference in the level of well-being between male and female teacher trainees of Aizawl city.

In order to find out the significance difference between the well-being of Male and Female teacher trainees of Aizawl city, the calculation results of Means and ‘t’ test is presented in table - 2.

Table - 2

Comparison in the level of well-being between male and female teacher trainees of Aizawl city

Gender	Number	Mean	SD	t- value	Level of Significance
Male	126	122.61	12.62	0.28	Not Significant
Female	183	122.20	12.35		

Based on the results of the study among 309 teacher trainees of Aizawl city, 126 teacher trainees belong to male gender and 183 teacher trainees belong to female gender.

From the above table - 2, the t-value when calculated is found to be 0.28, according to the degree of freedom (df), which is 307, the critical value of ‘t’ at 0.01 level is 2.59, which is greater than the calculated value of ‘t’. This further signifies that there is no significant difference between these two groups with respect to their gender i.e., male and female. Therefore, the null hypothesis that assumes that, there is no significant difference in the level of well-being between male and female teacher trainees of Aizawl city is accepted.

3. Findings in relation to Objective No. 3: ‘To compare the difference in the level of well-being between male and female teacher trainees of IASE.’

Hypothesis No. 2: There is no significant difference in the level of well-being between male and female teacher trainees of IASE.

In order to find out the significant difference between the well-being of male and female teacher trainees of IASE, the calculation results of Means and ‘t’ test is presented in following table - 3.

Table - 3

Comparison in the level of well-being between male and female teacher trainees of IASE

Gender	N	M	SD	df	t	Level of Significance

Male	44	126.4 1	10.4 8	122	1.05	Not Significant
Female	80	124.2 1	12.3 5			

From the above table - 3, the t-value when calculated is found to be 1.05, according to the degree of freedom (df), which is 122, the critical value of 't' at 0.01 level is 2.62, which is greater than the calculated value of 't'. This further signifies that there is no significant difference between these two groups with respect to their gender i.e., male and female. Therefore, the null hypothesis that assumes that there is no significant difference in the level of well-being between male and female teacher trainees of IASE is accepted.

4. Findings in relation to Objective No. 4: 'To compare the difference in the level of well-being between male and female teacher trainees of MZU.'

Hypothesis No. 3: There is no significant difference in the level of well-being between male and female teacher trainees of MZU.

In order to find out the significant difference between the well-being of male and female teacher trainees of MZU, the calculation results of Means and 't' test is presented in the below Table - 4:

Table - 4

Comparison in the level of well-being between male and female teacher trainees of MZU

COURSE	N	Mean	SD	df	t-value	Level of Significance
Male	39	117.4 4	13.4 1	80	0.72	Not Significant
Female	43	119.5 6	12.9 2			

From the above table - 4, the t-value when calculated is found to be 0.72, according to the degree of freedom (df), which is 80, the critical value of 't' at 0.01 level is 2.64, which is greater than the calculated value of 't'. This further signifies that there is no significant difference between these two groups with respect to their gender i.e., male and female. Therefore, the null hypothesis that assumes that there is no significant difference in the level of well-being between male and female teacher trainees of MZU is accepted.

5. Findings in relation to Objective No. 5: 'To compare the difference in the level of well-being between male and female teacher trainees of DIET.'

Hypothesis No. 4: There is no significant difference in the level of well-being between male and female teacher trainees of DIET.

In order to find out the significant difference between the well-being of male and female teacher trainees of DIET, the calculation results of Means and 't' test is presented in Table – 5 below:

Table - 5

Comparison in the level of well-being between male and female teacher trainees of DIET

DIET	N	Mean	SD	df	t-value	Level of Significance
Male	43	121.97	12.89	101	0.28	Not Significant
Female	60	122.65	10.86			

From the above table - 5, the t-value when calculated is found to be 0.28, according to the degree of freedom (df), which is 101, the critical value of ‘t’ at 0.01 level is 2.63, which is greater than the calculated value of ‘t’. This further signifies that there is no significant difference between these two groups with respect to their gender i.e., male and female.

Therefore, the null hypothesis that assumes that there is no significant difference in the level of well-being between male and female teacher trainees of DIET is accepted.

Discussion

Findings with regards to objective no 2 to objective no 5 on the comparison of male and female teacher trainees, it can be said that there is no significant difference in the level of well-being between male and female teacher trainees of Aizawl city. This finding mirrors the general well-being of male and female and that both genders have equal level of well-being.

The present study does not find any differences found between male and female teacher trainees in Aizawl city. This could be due to the physical, mental, social, emotional and spiritual well-being being balanced in Mizoram and among the teacher trainees of different institutions in Aizawl city. It can be understood from this finding that teacher trainees of both genders are exposed to situations and environments that equally influence the well-being of both genders. The plausible reason for this finding could be that Mizo society is an open society where males and females enjoy equal freedom, equal opportunity as well as given equal treatment in the teaching learning process without any discrimination.

Conclusion

Teacher trainees or pre-service teachers typically juggle the demands and responsibilities of their dual roles as both students and teachers (Day & Gu 2010; Hong, 2010). They are often involved in limited teaching experiences, teaching in classrooms that are not their own, while at the same time continuing with their university studies. Understanding and supporting their well-being during this critical time of their professional development is a key concern for researchers, training programmes, and policy-makers alike. The study reveals that the highest percentage in the level of well-being among teacher trainees is found to be in the Above Average level of well-being. Majority of teacher trainees are found to be in the lower level of well-being categories than in the higher level of well-being categories. Gender differences do not have any particular influence on the well-being level. As people in Mizoram enjoy healthy social life and relationship, male and female enjoy a satisfactory level of well-being.

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