A STUDY OF PSYCHOLOGICAL WELL-BEING OF TEACHER EDUCATOR IN COLLEGES OF EDUCATION IN JAMMU CITY

A

DISSERTATION

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SUPERVISOR

Dr. Bharti Tandon
Associate Professor

INVESTIGATOR

Ritika Sharma
M.Ed. Sem. IV
Roll No. 2101004

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This is to certify that **Ms. Ritika Sharma,** student of M.Ed. Semester IV, Session 2021-2023, bearing Roll No. 2101004 has worked under my supervision for her dissertation entitled:

"A STUDY OF PSYCHOLOGICAL WELL-BEING OF TEACHER EDUCATOR IN COLLEGES OF EDUCATION IN JAMMU CITY"

Her dissertation is fit for submission in partial fulfillment of the requirement for the award of the Degree of Master of Education.

DATE:

(Dr. Bharti Tandon)
SUPERVISOR

श्रेष्ठ
B.C. Road Jammu
180 001
Ph.: 0191-2546078,2565098
Fax:0191-2548239
Email:principal@miercollege.in
Website: www.miercollege.in

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LIST OF ABBREVIATIONS

PWB	Psychological well-being

ABSTRACT

Teachers are the backbone of society. The role of the teacher in the classroom is very significant and it must be executed with excellence. These kinds of observations and issues, led to contemplate the virtue of psychological well-being on the part of the teacher. Studies have dealt with the well-being of teacher educators as leading to job satisfaction perceived in the workplace and the organizational structure influencing the well-being of the employees. Studies suggest that the well-being of the employees should be in the best interest of the employers. So, present study is a small attempt to identify the well-being of the teacher educators from different colleges of Education. The results of this study are likely to benefit policy makers, administrators, management, teachers and stakeholders to look after the psychological wellbeing of the teacher educators. So it will be worthwhile to take this study for research.Psychological wellbeing is one of the most common concepts in the field of education. It is a very crucial factor which leads to the mental health of teachers and also affects the learning of the students. Psychological wellbeing is important because it impacts on pretty much everything. Individual's mood state, for instance, has a significant effect on an individual's cognitive function, exerting considerable influence over an individual's decision-making and executive skills. To fulfill the aim of this study , the data was collected randomly from teacher educators from different colleges of Education in jammu city. The sample size was 75 . In the present study Psychological Well Being Scale (PWBS) by Sisodia and Chowdhary (2005) was employed as a tool for the collection of data. In order to analyze the data statistical techniques namely percentage, t-test were employed. The finding revealed that the psychological wellbeing of most teacher educators is at a higher level and there is a significant difference in the psychological well being of teachers belonging to rural areas and urban areas. The Psychological wellbeing of teachers belonging to rural areas is higher than the teachers belonging to urban areas because the teachers belonging to rural areas are more connected to the natural environment as compared to urban teachers, it may be the possible reason for their high psychological well being. There is no significant difference in psychological wellbeing in relation to their teaching experiences, it means teaching experience doesn't matter in psychological wellbeing variation. There is no significant difference in psychological wellbeing of teachers in relation to their Educational Qualification.

CHAPTER – I

INTRODUCTION

1.1 BACKGROUND OF THE STUDY

Teachers are professional educators. Therefore, implicitly they have volunteered to accept and assume some of the responsibility for education since the parents send their children to school, indirectly they delegate some of the responsibility for their education to the teachers at the school. They hope that their children will receive knowledge as a provision for success in the future, thus the happiness of their children's lives can be better in this case parents indirectly also feel. Furthermore, not everyone can apply to be a teacher meaning that teachers do not only serve as teachers however they are able to position themselves as educators who are responsible for the development of their students, both at school and outside of the school. The teacher is an element of education that is very influential in the educational process.

Teachers are considered essential and important human resource players in education among the many others. Teachers are entrusted with the massive task and responsibility of facilitating and nurturing young people's intellectual and social development. Psychological well-being helps the teacher to motivate and inspire the students. Teacher's psychological well-being and satisfaction with their daily working environment are associated with their actual behaviour. Teaching is the most important profession in society. The well-being of today's teachers affects the well-being of society tomorrow. The concept of "psychological well-being" acquired more importance in the field of psychology over the last decade. In recent years psychological well-being is the focus of intense research attention. Psychological well-being is described as the quality of the life of a person. It includes "what lay people call" and "Life satisfaction". Psychological well-being resides within the experience of the individual (Cambell, Converse and Rodgers, 1976). It is a person's evaluative reaction to his or her life either in terms of life satisfaction (Cognitive Evaluations) or affective balance or the extent to which the level of positive affect outweighs the level of negative effect in someone's life (Andrews and Withey, 1976,

Campbell et. al., 1976, Diener, 1984). Along with contextual influences psychological capital shapes and perception of well-being (Bunker and Meena, 2013).

Teacher educators means professional educators who serve as the training arm of the teaching profession. They include higher education faculty and school-based practitioners who supervise field experiences, student teaching and internship. Teacher educators support the professional development of prospective and practicing teachers. They perform a wide range of roles that might include: Informally providing advice to early career teachers in a school setting.

- Delivering training to teachers within the Ministry of Education teacher development programme
- Working as an E moderator within a MOOC for teachers.
- Working as a tutor on a certificate or diploma level teacher qualification course in a private training institute.
- Facilitating a community of practice made-up of teachers working on a collaborative output

1.1.1 Concept of Well-Being

The concept of well-being originated from positive psychology. The shift from negative to positive psychology is a welcome change in the discipline. The focus of positive psychology is to study the improvement in the lives of individuals. Positive psychology has emerged from the problem of the West. Thus, it may be inferred that knowledge is culturally conditioned.

The term well-being is a very broad term on which a number of studies are done. It is a growing concern in recent positive psychological research. This term is related to positive functioning, happiness, personal growth, flourishing and self-etc. Ryan and desi opined well-being defines society's effect on teaching, parenting, government, therapy, as all these endeavors have the goal to change people's life for better. Well-being incorporates 2 hedonic approaches two well-being which relate to happiness and life satisfaction only. Another approach is your Eudaimonic approach to well-

being which concerns the complete living of human life, realization of one's potential and fully functioning.

Well-being is often referred to as the wholeness of body, mind and spirit in terms of health prosperity and self-actualization. Well-being means to be fully related to man and nature effectively, to overcome separateness and alienation to arrive at the experience of oneness with all that exists, and yet to experience myself at the same time as the separate entity I am as the individual. The word well-being is mostly used for a specific variety of goodness, for example, living in a good environment, being of worth for the world, being able to cope with life, enjoying life etc.

1.1.2 Concept of Psychological Well Being

The concept of Well-being originated from positive psychology. The shift from negative to positive psychology is a welcome change in the discipline. The focus of positive psychology is to study the improvements in the lives of individuals. Positive psychology has emerged from the problem of the west. Thus, it may be inferred that knowledge is culturally conditioned. (Vaghela 2014).

The term wellbeing is a very broad term on which a number of studies are done. It is a growing concern in recent positive psychological research. This term is related to positive functioning, happiness, personal growth, flourishing and self-etc. Ryan and Deci (2001) opined well-being defines society's effect on teaching, parenting, government, therapy as all these endeavours have the goal to change people's life for better. Well-being incorporates two hedonic approaches (subjective well-being) to well-being which relate to happiness and life satisfaction only. Another approach is the Eudaimonic approach (psychological well-being) to well-being with concerns with complete living of human life, realization of one's potential and fully functioning.

Psychological wellbeing deals with people's feelings about everyday experiences in life activities. Such feelings may range from negative mental states or psychological strains such as anxiety, depression, frustration, emotional, exhaustion and unhappiness to a state which has been identified as positive mental health (Jahoda 1958 and Warr. 1978). Sell and Nagpal (1992) observe that all indicators of psychological well-being have objective and subjective components. The objective

components relate to concerns that are generally known by the term ‘standard of living’. However, individual satisfaction or happiness with objective reality depends not only on the access to goods and services that are available to the community, but also on his expectation and perception of reality. It is a subjective component which links the concept of life to subjective well-being. Although both subjective well-being and psychological well-being assess well-being, they address different features of what it means to be well. According to Witmer and Sweenay (1992) psychological well being includes the majority of the characteristics of a healthy person and sense of worth, a sense of control, realistic beliefs, spontaneity and emotional responsiveness, intellectual stimulation, problem solving, creativity and a sense of humour.

Psychological well being refers to how people evaluate their lives. According to Diner (1997), this evaluation is in the form of cognitions or in the form of affect. Psychological wellbeing is the subjective feeling of contentment, happiness, satisfaction with life experiences and of one’s role in the world of work, sense of achievement, utility, no distress, dissatisfaction or worry etc. it emphasizes positive characteristics of growth and development. Diener, Lucas and Smith (1999) conceptualized psychological or subjective wellbeing as a broad construct, encompassing four specific and distant components including pleasant or positive wellbeing. In psychology, the concept of psychological well being or subjective well-being has started impetus recently due to hectic work schedules and metro lifestyles. Well-being is one of the most important goals which individuals strive for. The term denotes that something is in a good state. It does not specify what something is and what is meant by good. Well-being can be specified in two ways: first by specifying the ‘what’ and secondly by spelling out the criteria of wellness. Psychological wellbeing is described as the quality of life of a person. It includes what lay people call happiness, peace, fulfilment and life satisfaction. Psychological wellbeing is an important aspect for effective performance of any employee because internal feeling persuades the external performance. Psychological wellbeing is one of the most important goals which individuals as well as societies strive for. So many terms such as happiness, satisfaction, hope, positive mental health, wellbeing and quality of life have been used in the literature synonymously and interchangeably. The word well-being is mostly used for a specific variety of goodness, for example, living in a good environment is worth being able to copy with life, enjoying life etc.

Psychological well being indicates physical and mental wellness. Singh (1990) has stated that psychological well-being is difficult to define. It has been taken to consist of discomfort or desirability and from any disturbance of mental function. It is a somewhat malleable concept which has to do with people's feelings about everyday life activities. Such feeling may range from negative mental state or psychological strains such as anxiety, depression, frustration, emotional, exhaustion, unhappiness, dissatisfaction to a state which has been identified as positive mental health [Johada 1958, war 1978]

1.1.3 The Components of Psychological Well Being

The six components of psychological well-being are a theory developed by carol Ryff which he determines six factors which contribute to an individual psychological well-being, contentment and happiness.

- **Autonomy**: - Autonomy is the ability to make your own decisions about how to think and behave, rather than over-relying on others opinions or approval.
- **Competence**: - It means having knowledge skills and abilities and using them to solve tasks.
- **Healthy Relationship**: - The ability to develop caring, trusting and supportive relationships is an important element of psychological health, whether you want many relationships or only a few.
- **Self Acceptance: -** Self-accepting people understand that, like everyone else, they have strengths and weaknesses. They recognize that life has ups and downs that everyone makes mistakes, misses opportunities and feels regret, disappointment and other unpleasant emotions.
- **Personal Growth**: - They recognize that perspectives change with time and see themselves as maturing and developing. They are interested in broadening their horizons and fulfilling their potential.
- **Purpose in Life: -** People with purpose have a sense of direction in life. They find satisfaction in setting goals and working to achieve them and feel that their lives have meaning.

Thus, psychological well-being is defined as states that emerge from a feeling of satisfaction with one's close interpersonal relationships and with one's occupation and financial situation. It is defined as a combination of happiness, life satisfaction and depression.

1.2 NEED AND SIGNIFICANCE OF THE STUDY

Teachers are the backbone of society. The role of the teacher in the classroom is very significant and it must be executed with excellence. These kinds of observations and issues, led to contemplate the virtue of psychological well-being on the part of the teacher. Studies have dealt with the well-being of teacher educators as leading to job satisfaction perceived in the workplace and the organizational structure influencing the well-being of the employees. Studies suggest that the well-being of the employees should be in the best interest of the employers. So, present study is a small attempt to identify the well-being of the teacher educators from different colleges of Education. The results of this study are likely to benefit policy makers, administrators, management, teachers and stakeholders to look after the psychological wellbeing of the teacher educators. So it will be worthwhile to take this study for research.

Psychological wellbeing is one of the most common concepts in the field of education. It is a very crucial factor which leads to the mental health of teachers and also affects the learning of the students. Psychological wellbeing is important because it impacts on pretty much everything. Individual's mood state, for instance, has a significant effect on an individual's cognitive function, exerting considerable influence over an individual's decision-making and executive skills. Beyond that, it impacts on physiology and physical health. Psychological well-being is very important for individuals whether they are living in the community, at work, or dealing with a crisis in life. The concept of psychological well-being is one of the most prominent signs of an individual's mental health. A feeling of inner happiness, peace, and tolerance towards oneself, giving it the right amount, and the ability to take advantage of daily positive experiences effectively. Psychological well-being is a feeling of inner tranquillity and reassurance. It opens up new possibilities for the individual to acquire different experiences and knowledge and increase the level of awareness and stability according to these experiences and knowledge. Psychological well-being includes a set of sensations that refer to the way we judge

our life on a general level. Furthermore, it is not necessarily linked to living pleasant situations or satisfying our personal desires because this would be something temporary. It concerns a set of larger dimensions. With the help of this study the researchers will be able to assess the psychological wellbeing of teacher educators. This study is an attempt to investigate the psychological wellbeing of Teacher educators in different colleges of Education in relation to their residential background, teaching experiences and different types of institutions in which they are recruited.

1.3 STATEMENT OF THE PROBLEM

A STUDY OF PSYCHOLOGICAL WELL-BEING OF TEACHER EDUCATOR IN COLLEGES OF EDUCATION IN JAMMU CITY.

1.4 OPERATIONAL DEFINITIONS

Teacher Educator

In the present study, Teacher educators are those who teach a variety of students who want to become future teachers. They are responsible for the education of future teachers at primary, secondary and higher secondary level.

Psychological Well Being

In the present study, psychological well-being of the teachers refers to satisfaction, efficiency, sociability, mental health and interpersonal relations as assessed by psychological well-being scale by Sisodia and Choudhary (2005)

1.5 OBJECTIVES OF THE STUDY

1. To study the overall psychological wellbeing of Teacher Educators in Colleges of Education.

2. To study the difference in the psychological wellbeing of teacher educators in relation to their residential backgrounds.

3. To study the psychological wellbeing of Teacher Educators in relation to their education qualification.

4. To study the well-being of teachers in relation to their different teaching experiences.

1.6 HYPOTHESIS OF THE STUDY

1. There is no significant difference in overall psychological wellbeing of Teacher Educators in colleges of education.

2. There is no significant difference between psychological wellbeing of teacher educators in relation to their residential background.

3. There is no significant difference in psychological wellbeing of Teacher Educators in relation to their educational qualification.

4. There is no significant difference between teachers in relation to their different teaching experiences.

1.7 DELIMITATIONS OF THE STUDY

1. The present study has been confined to colleges of Education only.

2. The present study has been delimited to a sample of 75 teacher educators selected from private colleges of Education of Jammu city.

3. The present study has been delimited to only one tool, "Psychological Well Being Scale " by Sisodia and Choudhary (2005).

4. The present study is constrained to a specific time frame i.e Aug 22 to Aug 23.

CHAPTER – II

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

The phrase “Review of Literature” comprises two words, i.e Review and Literature. The term ‘review’ means to organize the knowledge of specific areas of research to evolve an edifice of knowledge to show that this study would be an addition to this field. The task of review of literature is highly creative and tedious because researchers have to synthesize the available knowledge of the field in a unique way to provide the rationale for this study. The review of literature is a step in the research process that positions the research problems with the context of the literature as a whole. The review of literature serves multiple purposes and is essential to a well designed research study. It generally comes early in the research process and it can contribute valuable information to any part of the research study. A review of literature is like a compass which guides the research study. It assisted the researcher in the same way. The researcher has taken the advantage of the knowledge which has accumulated in the past as a result of constant human endeavor. It gives the scholar an understanding of previous work that has been done. It enables us to know the means of getting to the frontier in the field of our problem. It tells us what others have done and what still remains to be done in our area. The researcher has taken the advantage of knowledge which has accumulated in the past. It provides us an opportunity to gain insight into the methods, measures, subjects and approaches employed by other research workers. It is a systematic process that requires careful and perspective reading and attention to detail. A careful review of the research, research journals, books, dissertation, thesis and other sources of information of the problem to be investigated is one of the important steps in the planning of any research study.

John W. Best (1995) pointed out that review of related literature is “The previous analysis transient outline wherever the writing of recognized consultants offers researchers at home with what's antecedently legendary and what's still unknown and untested. Since, effective research must be based on past knowledge this step helps to

eliminate the duplication if what has been already provides useful hypotheses and helpful suggestions for significant investigation.

2.2 STUDIES OF PSYCHOLOGICAL WELL BEING

Pillay et. al. (2005) investigated well-being, burnout and competence and implications for teachers. This study investigated the relationship between burnout and competence of teachers in primary and secondary schools in Queensland. The sample of the study consisted of 157 teachers, of which 41 male and 116 female teachers in the age range of 41- 50 years. For this purpose, perceived control of internal states scale (PCOISS) and the Educator Survey Version of the MBI by Maslach et. all were administered. The results break new ground in reporting a negative association between the MBI subscale Depersonalization and competence that may be attributed to a distancing mechanism in difficult human interaction.

Alderman et. al. (2007) carried out research and their study looked directly at the factor affecting teacher well-being. By using a reliable and validated questionnaire on a representative sample of 2000 teachers in Belgium found that lower pressure of work was related to higher level of wellbeing. They also found that elementary school level female teachers had higher well being as compared to male teachers. The research also found years of experience was an important predictor of well being : senior teachers had a lower sense of well being than fresher teachers.

Sheffield (2007) investigated stress, social support, psychological and physical well-being in secondary school teachers. The sample of 120 secondary school teachers was taken for the study. The result revealed that self-reported stress was largely associated with psychological well-being and not substantially related.

Rakhi and Rastogi (2007) carried out a study on psychological well being in male and female students of pre adolescence period. The sample of 104 students were randomly selected from various schools. It was found that Adolescents did not score significantly higher than pre adolescents. Sheffield (2007) investigated stress social support psychological and physical well being in secondary school teachers. The sample of 120 secondary school teachers the results revealed that self reported stress was largely associated with psychological well being and not substantially related.

Tali (2010) conducted a study to show the impact of well being on prospective teachers in relation to their learning and decision making styles. A sample of 200 prospective teachers was selected. The result indicated that prospective teachers having high, average and low levels of well-being exhibited a similar magnitude of preference for activist, reflective, theorist and pragmatist style of learning. Well being of prospective teachers was significantly related with learning styles and decision making styles of prospective teachers.

Fathy et al (2010) studied to identify the difference between Japanese and Egyptian university students on psychological well-being. Japanese students (n=138; 87 females and 51 males) and Egyptian students (n=150;84 females and 66 males) responded to a psychological well-being inventory. The results indicated that there was a significant difference between Japanese and Egyptian students, with Japanese students scoring higher levels in autonomy and personal growth, and Egyptian students scoring higher levels in environmental control, self – acceptance, purpose in life, and positive relationships with others. No significant differences were observed for the total psychological well-being score.

Devi et. al (2012) conducted a study on wellbeing and life satisfaction of high school teachers. Results revealed that the level of wellbeing increased with age and educational level and urban teachers have better life satisfaction as compared to rural teachers and also positive relationship between well-being and life satisfaction.

Majied and Khan (2012) want to explore the psychological wellbeing of native and migrant teachers of Kashmir valley. The sample consisted of 60 teachers (30 native,30 migrant). General Health Questionnaire was used to measure the psychological wellbeing of both the groups. Results showed that the Native and Migrant groups of teachers did not differ significantly in terms of psychological well-being as a whole and also on its dimensions. But the trend shows that Migrant teachers have better psychological wellbeing as compared to native teachers.

Reddy and Poornima (2012) explained the level of professional Burnout among university teachers working in Tamil Nadu and Andhra Pradesh state universities 5 universities from A.P state and 4 from T.N state. Survey method was used in the study based on Maslach Burnout Inventory (Maslech and Jackson 1981, Reddy (2007)

developed a Rating scale to assess the professional Burnout of special education teachers. The collected data were analysed using appropriate statistical techniques such as Mean, SD, ISD, T-test, F-test. The results imply that out of 7 aspects under emotional exhaustion dimension the university teachers exhibit moderate level of Burnout in all the 7 aspects.

Raj and Lalita (2013) investigated the present level of job satisfaction among the private and government school teachers. In this research, 50 government and 50 private teachers, 100 in total, working in different government and primary schools were examined. The study revealed that there is no significant difference in the level of satisfaction of male and female teachers. Furthermore, it was again revealed that there is a significant difference in the level of satisfaction of government and primary school teachers.

Vaghela (2014) carried out research and the aim of research was to find out the psychological well-being among school teachers. So the investigator selected two groups, one is government school teachers and other is non government school teachers, both groups have 400 persons. All subjects were randomly selected. Data was collected from Ahmedabad district. Scale was used for data collection is personal data sheet and psychological well-being developed by Bhogale and Prakash (1995). Their results found that there is no significant difference between the psychological well being of government and non government school teachers. There is no significant difference between the psychological well-being of male and female and urban and rural areas.

Okwaraji (2014) carried out a study on burnout, psychological distress and job satisfaction among secondary school teachers. The study is aimed at stress arising out of work load and poor remuneration. Sample of the study consisted of 432 teachers working in secondary schools in Enugu South East Nigeria. For this purpose, the Maslach Burnout Inventory, the General Health questionnaire (GHQ-12) and the generic job satisfaction scale were used. Results indicated that there was a high prevalence of burnout, psychological distress and low level of job satisfaction among the teachers.

Thakur (2014) carried out the study on the level of job satisfaction of teacher educators to compare the level of job satisfaction of female and male teacher educator as well as to compare the level of job satisfaction of teacher educators in relation to private teachers training institutions of University of Gour Banga and University of Kalyani. The data was collected randomly by using a job satisfaction scale developed and standardized by S.P Ananda (1993). Scale was administered personally among 100 teacher educators of 20 private teachers training colleges from two universities in West Bengal . Results revealed that key percentages of teacher educators were encompassing no job satisfaction of female than male male teacher educators and there was no significant difference in the level of job satisfaction between the teacher educators of private teachers training institutions affiliated to university of Gour Banga and university of Kalyani.

Kern et.al. (2014) conducted a study on employee wellbeing in schools with physical health, life satisfaction and professional thriving. The study examined multiple aspects of employee wellbeing. Sample of the study consisted of 153 employees from a large private school in Australia. For this purpose, the Multidimensional PEERMA (Positive Emotion Engagement Relationships Meaning Accomplishment) Model of Flourishing by Seligman (2011) was used. Results indicated that staff with higher engagement on better relationships reported greater job satisfaction and organizational commitment. So, Multidimensional wellbeing assessments can help school administrators understand and improve staff wellbeing, supporting policy and practice designs that ultimately will promote wellness for all stakeholders in the education system.

Zahoor (2015) conducted a study to investigate the relationship between well being and job satisfaction among government and private school teachers. The sample of this study of 100 teachers (50 from government and 50 from private school) was randomly selected. The psychological well being scale developed by Bhogle and Prakash (1995). The difference 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.

Ilgan. et al., (2015 investigate the relationship between quality of school work life and psychological well being of public school teachers. Cluster random sampling technique was used to collect data from 784 teachers in 120 schools across 6 provinces in Turkey. Data were primarily collected with two validated scales : psychological well being and the quality of school work life. 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.

Ofovwe et.al. (2015) examined the level of marital satisfaction, job satisfaction and psychological health of secondary school teachers. A total of 300 teachers were randomly selected from various schools. Self administered questionnaires and two standard instruments, the index of marital satisfaction (IMS) and the general health questionnaire 28 (GHQ28) were used. A strong association was found between marital dissatisfaction and psychological disorder. No association was found between marital dissatisfaction and job satisfaction. No association was found between job dissatisfaction and psychological disorder. Results indicated that a high level of marital satisfaction was found in the study population. However, the strong association also found between marital dissatisfaction and psychological disorder provides empirical evidence on the need to educate married couples as well as the general public on the mental health implication of marital dissatisfaction system

Johal and Pooja (2016) elaborate the relationship between mental health and psychological well-being of prospective female teachers. The sample includes 150 prospective female teachers of arts and sciences streams. The study was conducted to assess the relationship between the mental health and psychological well-being of prospective female teachers and to explore the extent to which the results were prospective female teachers and to explore the extent to which results were prospective female teachers and to explore the extent to which the results were useful in addressing potential future problems in teacher education. The statistical technique taken was Pearson's Product Moment Correlation to find out the relationship between the different dimensions of two variables that is mental health and psychology. The result clearly indicates the significant positive correlation between mental health and psychological well-being of prospective female teachers.

Zee and Kooman (2016) critically examined the relationship between teacher and student which is affected by Psychological wellbeing of Teacher. This study integrates 40 years of teacher self-efficacy (TSE) research to explore the consequences of TSE for the quality of classroom processes, students' academic adjustment, and teachers' psychological well-being. Via a criteria-based review approach. Results suggest that TSE shows positive links with students' academic adjustment, patterns of teacher behaviour and practices related to classroom quality, and factors underlying teachers' psychological well-being, including personal accomplishment, job satisfaction, and commitment. Negative associations were found between TSE and burnout factors. Last, a small number of studies indicated indirect effects between TSE and academic adjustment, through instructional support, and between TSE and psychological well-being, through classroom organization. Possible explanations for the findings and gaps in the measurement and analysis of TSE in the educational literature are discussed.

Akram, et al (2016) investigated the relationship between quality of school work life (QSWL) and psychological well-being (PWB) of public-school teachers. Cluster random sampling technique was used to collect data from 784 teachers in 120 schools across six provinces in Turkey. Data were primarily collected with two validated scales: Psychological Well-being, and the Quality of School Work Life. 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. The findings are compared with previous research, and finally, the limitations of the study are discussed with recommendations for future research.

Oyku Ozu, et al (2017) investigated a study which focused on the variation of teacher's psychological well-being from three different countries: U.S.A, Turkey and Pakistan. The samples were selected randomly in which 403 teachers from the U.S.A, 990 teachers from Turkey, and 715 from Pakistan. Results indicated that the U.S

sample had the highest psychological well-being means followed by teachers in Turkey and in Pakistan, respectively.

Mansuri (2017) studied the psychological wellbeing profiles in a sample of student-teachers from aided and unaided colleges of education 100 student-teachers completed Carol Ruff's (1995) psychological well-being scale. The results shows that a profile analysis shows a flat level of profile of the psychological wellbeing 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.

Gangadharan (2017) conducted a study and the aim of his study was to compare the psychological well-being among teaching and non teaching staff of college of Applied Medical Sciences. The sample consisted of 32 participants that included 14 faculty members and 18 non teaching staff . Carol Ryff's 42 items version psychological well being scale was used to collect data from employees. This scale consisted of six dimensions namely Autonomy, Personal Growth, Environmental mastery, Positive relationships, Purpose in life and Self Acceptance. The findings of the study revealed significant differences in the dimensions of Autonomy, personal Growth and Purpose in life at $p<0.01$ level. The overall psychological wellbeing of teaching staff is higher than the non teaching employees at $p<0.05$ levels. On this whole the present study concluded that women in the Teaching profession had the highest psychological wellbeing scores compared to other women employees, in relation to their working conditions and nature of job.

Zaki (2018) carried out research to show that there are a number of important issues related to the quality of teachers and students' achievements have been discussed in educational policies of India for improving the Indian education system. This research has made an attempt to explain the enhancement of teacher effectiveness with the help of psychological well being which is a trending topic in positive psychology. When teachers function well, mentally healthy and feel motivated to teach, they are more effective in their teaching and promote motivation and achievement among their students. In current research six dimensions of psychological well-being describe how to enhance teacher effectiveness and to make teachers function effectively in teaching learning programs.

Dr. Jadav (2018) conducted a research to find out the psychological well-being among teachers so investigators selected two groups one is government school teachers and other is private school teachers, both groups have 180 teachers. Scale was used for data collection is personal data sheet and psychological well being scale. Results show that there is a significant difference in psychological well-being. Results show that there is a significant difference of psychological well-being between government and private school teachers. The psychological wellbeing of government teachers is better than the private school teachers. There is no significant difference in psychological well-being between male and female teachers. There is no significant interaction effect of type of teacher and sex on psychological well-being.

Fathi, et al (2020) studied the significance of teachers' beliefs and individual variables, a bulk of studies has focused on teacher characteristics over the past two decades. As an attempt to further clarify the interplay between teacher-related constructs in English as a Foreign Language (EFL) context, the present study set out to explore the structural model hypothesizing the predictive role of teachers' self-efficacy and collective teacher efficacy in affecting the psychological well-being of teachers in Iranian EFL context. In so doing, a sample of 179 English teachers was given the three self-report scales measuring the variables under investigation. As for the statistical analysis, Structural Equation Modelling (SEM) was employed to test the fit of the hypothesized model. The results indicated that teacher self-efficacy accounted for 19.8% of the variance while collective teacher efficacy amounted to 11.3% of the variance in psychological well-being. In addition, it was revealed that although both predictors had a unique effect on psychological well-being, teacher self-efficacy was a stronger predictor of psychological well-being than collective teacher efficacy. The results and implications are finally elaborated.

Ibrahim, et al (2021) investigated psychosocial work environment and teacher's psychological wellbeing. They took a sample of 78 (22.3%) male and 257 (76.7%) female high school teachers in Kuala Terengganu, a district in the state of Terengganu, Malaysia. The ages ranged from 31 and 50 years, with an average of 40.5. The results indicate that teachers experience high anxiety when they have high job demands and low social support. Social support plays a significant role as a moderator of psychological distress when there is a match between stress and support

received by employees. Consistent with previous studies, social support can reduce the negative psychological and physical effects of high work demands and low job control. Social support can help individuals to cope with their job demands and can prevent the effects of psychological stress. In addition, teachers who receive high social support are less affected by negative emotional effects and can create a positive work environment as well as help teachers effectively in tasks and learning.

Heidari et al (2022) investigates to identify the association of the spiritual health and psychological well-being of teachers with their organizational commitment with a sample of 384 high schools in Tehran and Iran. All the participants had Iranian Nationality and Muslim faith. He used the psychological well Being scale developed by Carol Ryff. The study finds that spiritual health was highest in 30 years while the top scores in psychological wellbeing were obtained by over 50 years. The results indicate a positive correlation between commitments especially continuance commitment with spiritual health. It showed positive and significant correlation with the dimensions of attitude and tendency subscales of spiritual health questionnaires.

Oxlay et al (2022) investigated to identify the mental health and well-being of teacher educator during covid 19. They took a sample of 24 primary and secondary school teachers in England. The participants were grouped according to their school type. The study finds that uncertainty was indicated across all the time. As the time went, workload increases and changes to working practice created difficulties and led to increased stress. A feeling of fatigue was observed in secondary school teachers.

Turner and Garvis (2023) research reveals that due to the intensifying demands of higher education work environments, academic staff are reporting increased levels of burnout and stress and decreasing wellbeing. Teacher educators are academic staff who are involved with teaching and research in the field of initial Teacher Education. This scoping review aimed to draw together research about teacher educator wellbeing, stress and burnout, and to identify where there are gaps in evidence based knowledge.

Ramdas (2023). has studied psychological wellbeing and stress among college teachers. He has taken the sample consisting of a subset population selected to participate in research study. In this study the total sample consists of 80 college

teachers from different colleges of Ahmad nagar. The sample was categorized into two groups on the basis of gender. Male and female college teachers. In each group 40 samples were taken. The tools employed for this study was Psychological well being scale by Dr. Sisodia and chowdhary and social readjustment rating scale by Holmes and Rahey. The results revealed that there would be significant differences in psychological wellbeing among male and female college teachers. Female teachers were higher in psychological wellbeing than the male college teachers.

2.3 CONCLUSION

From the review of literature, it becomes clear that psychological well-being is a multifaceted topic of research. The empirical studies lead the investigator to conclude that psychological well-being deals with people feeling about everyday experience in life activities.

However, individual satisfaction or happiness with objective reality depends not only on the access to goods and services that are available to the community, but also on his\her expectations and perceived reality. In order to achieve observable improvements, it is necessary to tailor\ transmit the psychological well-being message to the teachers.

The empirical studies show that psychological well-being is an important aspect for effective performance of any individual because internal feeling persuades the external performance. It is obvious that psychological wellbeing is the subjective feeling of satisfaction, utility, belongingness, no distress etc. From all the research over psychological well being, it is a learned behaviour that can vastly improve individuals of all the performing levels. The above reviewed literature and studies support the claim that psychological well-being has resulted with a number of positive outcomes. From the above reviewed literature it can be concluded that psychological well-being may provide a better opportunity for teacher educators teaching in private colleges and to find out their strengths and limitations, thereby enhancing their well-being.

CHAPTER - III

RESEARCH METHODOLOGY

3.1 INTRODUCTION

Research methodology is a systematic way to solve a problem. It is a science of studying how research is to be carried out. Essentially, the procedure by which researchers go about their work for describing, explaining and predicting phenomena is called research methodology. It is also defined as the study of methods by which knowledge is gained. Its aim is to give the work plan of research a logical direction. It is necessary for a researcher to design a research methodology for the chosen problem. It is important for the researcher to know not only the research tools necessary for the research undertaken but also the methodology. Research methods are of utmost importance in a research process. They indicate the various steps to be adopted for solving a research problem. Its methods, their strengths, limitations, applications and appropriateness.

The decision about the method or methods to be employed always depends upon the nature of the problem selected and the kind of data necessary for its solution. Whatever the method to be employed, it is essential that it should be described otherwise it will lose its significance and effectiveness. Thus, if the research methodology cannot be clearly described, chances are that the results of the study will be too vague and general.

The present chapter throws light on the research methodology being adopted for the research study. Here research objectives and design of the study i.e sample for the study and selection of the research instrument are discussed. Methods for the collection of the data and statistics for analyzing the data are also discussed.

3.2 DESIGN OF THE STUDY

The design of the research is the actual blueprint of the procedure for the completion of various research steps and thus reaching valid conclusions. A well-conceived adequately planned and executed design helps greatly in permitting to rely on

observations and inferences. It is the overall frame of the research that stipulates the researcher what information is to be corrected from which source and through. Research methodology discusses the method which has been followed to conduct the study.

3.2.1 Method

By method one means a systematic approach towards a particular phenomenon. Methodology used in an investigation determines its density. It is the nature of techniques and procedures adopted which determines the reliability, procession and validity of the data. Therefore, it is essential that in order to investigate the problem in a systematic way, the right methodology should be used. In the present study , Descriptive survey method has been applied as it is a systematic approach towards a particular phenomenon.

3.2.2 Population

A population is any group of individuals that have one or more characteristics in common that are of interest to the researcher. By this the researcher means all the members of a real or hypothetical set of people, events or objects to which he or she wishes to generalize the results of the research. The population present study consists of 450 teachers who are teaching at the private colleges of Education of Jammu district. Source:- (https://www.jammuuniversity.ac.in/bed-colleges)

3.2.3 Sample of the Study

Random Sampling Technique has been employed for selecting private colleges of Education from Jammu city. The sample consists of 75 teacher educators. All of them are from private colleges of education.

3.2.4 Variables

A variable represents a measurable attribute that changes or varies across the experiment whether comparing results between multiple groups, multiple people or even when using a single person in an experiment conducted over time. There are two types of variables mostly used in research:

Independent Variable

It is that type of variable which cannot be manipulated or cannot be changed accordingly. It is stable in nature. In this study independent variables are:

a) Residential Background

b) Type of Educational Institutions

c) Teaching Experience.

Dependent Variable

It is that type of variable which can be changed according to the situation. It can be controlled. It is dynamic in nature. In this study the dependent variable is:

1. Psychological well-being.

3.2.5 Tool Employed and its Description

For the accomplishment of objectives, one research tool namely Psychological Wellbeing Scale (PWBS) by Sisodia and Chowdhary (2005) has been used. The detailed description of the tool has been given as under:

This scale consisted of 50 items with a view to measure several aspects of well-being like Satisfaction, Efficiency, Sociability, Mental health and Interpersonal relations. This scale is considered likely to be useful in a variety of research and applied settings such as a quality-of-life index, a mental health status appraisal, and a measure of psychotherapy outcome evaluation and a social indicator of measuring population changes in a sense of wellbeing over time as given in below table. There is no time limit for the completion of the test but on average an individual takes 20-25 minutes to complete the scale.

Table 3.1

Aspect wise distribution of items on psychological well-being scale.

S. No.	Area	Item
1	Satisfaction	10
2	Efficiency	10
3	Sociability	10
4	Mental Health	10
5	Interpersonal Relations	10
	Total Items	50

3.3 RELIABILITY AND VALIDITY OF THE PSYCHOLOGICAL WELL-BEING SCALE.

The indices of reliability and validity of the psychological wellbeing scale as reported by the author are 0.87 and 0.94 respectively.

3.4 SCORING SCHEME OF PSYCHOLOGICAL WELL BEING SCALE.

There are 50 items in this scale. Every item have five options mentioned below. The scoring system of the scale is as following

Item	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Positive	5	4	3	2	1

3.5 NORMS OF PSYCHOLOGICAL WELL BEING SCALE

Norms for the scale are available for all the age groups. These norms should be regarded as reference points for interpreting well being index scores. Norms are available for each of the five areas as well as for the entire scale.

SCORES	LEVELS OF PSYCHOLOGICAL WELL BEING
190 & above	Extremely high
175-189	High
161-174	Above Average
140-160	Average
126-139	Below Average
111-125	Low
110 below	Extremely Low

CHAPTER-IV

ANALYSIS AND INTERPRETATION OF DATA

4.1 INTRODUCTION

Analysis of data means categorizing, ordering, manipulating and summarizing data to obtain answers to the research questions. The purpose of analysis is to be reducing data into intelligible and interpretable form so that meaningful results can be arrived at. Analysis of data can be done in the limelight of the objective of the study.

The most important step in any research project is the analysis and interpretation of data collected. After the data has been collected and tabulated, it must be processed and analysed properly, so as to draw proper inference. Analysis of data means the study of the tabulated material in order to determine inherent facts of meanings. A systematic and scientific treatment of the tabulated data is essential for drawing valid conclusions. It involves breaking complex factors into smaller parts and putting them in new arrangements for the purpose of interpretation.

Collection of the data has no meaning unless it is tackled, properly analysed and interpreted by sophisticated techniques. Analysis is an important phase of the classification and summarization of data. So, the interpretation is considered as one of the most important steps in the total procedure of research.

The present chapter describes the result from the quantitative analysis of data obtained through the administration of the questionnaire of psychological well-being scale by doctor Devendra Singh Sisodia and Mrs. Pooja Chowdhary (2005)

4.2 RESULTS AND FINDINGS

The resulting data have been analysed using statistical techniques like Standard Deviation, t-test. Data after scoring were analysed using SPSS and the objective wise presentation is being given to the present chapter.

OBJECTIVE 1: To study the overall psychological wellbeing of teacher educators in Jammu city.

TABLE 4.1

Levels of Psychological Well Being of Teacher Educators in the colleges of education in Jammu city. (N= 75)

RAW SCORE RANGE	N (%age)	LEVEL OF PSYCHOLOGICAL WELL BEING
190 & above	33 (44)	Extremely High
175-189	16 (21.3)	High
161-174	15 (20)	Above Average
140-160	8 (10.6)	Average
126-139	3 (4)	Below Average
111-125	0 (0)	Low
110 & below	0 (0)	Extremely low

The table depicts that 44% of teacher educators are in the range of 190 and above score so it is clear that they have high level of psychological well being, 21.3 % of teacher educators falls under the score of 175-189 score range and 20% of teacher educators falls under the score range 164-174 so it is clear that they have below average range of psychological well being. Similarly, 10.6% of teacher educators fall under score range 140-160 and 4% of teacher educators fall under score range of 126-139 so it can be seen that they have extremely low levels of psychological well being.

OBJECTIVE 2: To study the difference in the psychological wellbeing of teacher educators in relation to their residential backgrounds.

The table mentioned below, represents the Mean, standard deviation and t value for scores obtained on differences in psychological wellbeing of teacher educators in relation to their residential background.

Table 4.2

Mean, standard deviation and t value for scores obtained on differences in psychological wellbeing of teacher educators in relation to their residential background.

Residential Background	N	Mean	S.D	SE m	df	t	Level of significance
Rural	36	192.08	21.28	3.55	73	3.41	0.01
Urban	39	175.69	20.24	3.24			

The table 4.2 reveals that the mean score of teachers in rural areas is 192.08 and standard deviation is 21.28 and the mean score of teachers of urban areas is 175.69 and the standard deviation is 20.24. The calculated t value is 3. 41 which was significant at both the levels therefore the null hypothesis was rejected.

OBJECTIVE 3: To study the psychological wellbeing of teacher educators in relation to their Education Qualifications.

The table mentioned below, represents the Mean, standard deviation and t value for scores obtained on differences in psychological wellbeing of teacher educators in relation to their professional qualification.

Table 4.3

Mean, standard deviation and t value for scores obtained on differences in psychological wellbeing of teacher educators in relation to their professional qualification.

Education qualification	N	Mean	S.D	SEm	df	t	Level of significance
With PhD	19	8.0	1.25	0.29	73	0.75	NS
Without PhD	56	8.56	1.17	0.16			

The table reveals that the mean score of teachers having PHD is 8.0 and standard deviation is 1.25. The mean score of teachers without PHD is 8.56 and standard deviation is 1.17. The calculated t value is 0.75 which was not significant at both the levels therefore the null hypothesis was accepted.

OBJECTIVE 4: To study the psychological well being of teacher educators in relation to their teaching experiences.

The table mentioned below, represents the Mean, standard deviation and t value for scores obtained on differences in psychological wellbeing of teacher educators in relation to their teaching experiences.

Table 4.4

Mean, standard deviation and t value for scores obtained on differences in psychological wellbeing of teacher educators in relation to their teaching experiences.

Teaching experience	N	Mean	S.D	SEm	df	t	Level of significance
Below10 yrs	48	180.90	20.20	2.92	73	1.40	NS
Above 10 yrs	27	188.30	25.05	4.82			

The table reveals that the mean difference in that case is 180.90 and the standard deviation is 20.20 and the no. of teachers who have an experience above 10 years. The mean difference in that case is 188.30 and the standard deviation is 25.05. The calculated t value is 1.40 which was not significant at both the levels therefore the null hypothesis was accepted.

CHAPTER-V

CONCLUSIONS, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

5.1 INTRODUCTION

After processing the data, obtaining and interpreting the data. The findings have been delimited and discussed in the present chapter. The findings can be generalized to the extent of the representative of the sample and methodology employed in the study. In this chapter, the results are discussed to show how these findings are concurrent with some of the empirical studies already conducted in the field. In place, some of the observations do not occur with the findings of the same investigators. Keeping the major findings in view, the educational implications do not fit in all concerns of the study. As such some suggestions have been given for future research. The chapter is therefore devoted to focusing on the conclusion, discussion of results of the study and for indicating their implications and suggestions for further research.

5.2 FINDINGS OF THE STUDY

5.2.1 To study the overall psychological wellbeing of teacher educators in Jammu city.

In this study, 44% of teacher educators have high levels of psychological well being, 21.3 % of teacher educators fall under the score of 175-189 score range and 20% of teacher educators fall under the score range 164-174 so it is clear that they have below average range of psychological well being. Similarly, 10.6% of teacher educators fall under score range 140-160 and 4% of teacher educators fall under score range of 126-139 so it can be seen that they have extremely low levels of psychological well being.

5.2.2 To study the difference in the psychological wellbeing of teacher educators in relation to their residential backgrounds.

This study reveals that the mean score of teachers in rural areas is 192.08 and standard deviation is 21.281 and the mean score of teachers of urban areas is 175.69 and the

standard deviation is 20.243. The calculated t value is 3.418 which was not significant at both the levels therefore the null hypothesis was accepted.

5.2.3 To study the psychological wellbeing of teacher educators in relation to their Education Qualifications.

According to this study the mean score of teachers having PhD. is 8.0 and standard deviation is 1.25. The mean score of teachers without PhD is 8.56 and standard deviation is 1.17. The calculated t value is 0.75 which was not significant at both the levels therefore the null hypothesis was accepted.

5.2.4 To study the psychological well being of teacher educators in relation to their teaching experiences.

This study showed that the mean difference in that case is 180.90 and the standard deviation is 20.203 and the no. of teachers who have an experience above 10 years. The mean difference in that case is 188.30 and the standard deviation is 25.055. The calculated t value is -1.395 which was not significant at both the levels therefore the null hypothesis was accepted.

5.3 CONCLUSION AND DISCUSSION

On the basis of the interpretation of the results drawn in the present study, the following conclusions have been laid down:

- In this study, we find that 44% of teacher educators have extremely high levels of psychological well being and the rest fall under below average, above average and high level of psychological well being. There are several factors like work load, personal health issues and others affecting their well being.

- The study showed that there was no significant difference in the psychological wellbeing of teacher educators in relation to their residential background, professional qualification and their teaching experiences.

5.4 EDUCATIONAL IMPLICATIONS OF THE STUDY

- Most of the teacher educators (44%) have extremely high levels of psychological well being. The administration should take required measures

like (job security, genuine salaries, manageable workload)in order to maintain their psychological well being.

- The result of the present study revealed that the mean difference of teacher educators belonging to the rural area is higher than the teacher educator belonging to urban areas. It means the teachers belonging to rural areas are more positive than urban teachers due to better connectivity with nature. So colleges should try to organise workshops related to their mental health and try to make them aware about the merits of the natural environment and also try to relate the urban teachers to the rural environment.

- The study showed that there is no significant difference in psychological wellbeing of teacher educators in relation to their educational qualification. So, colleges should take required steps in order to enhance the learning capabilities of the teachers for eg; difference in salaries and designations.

- The study revealed that the mean difference of teacher educators having experience more than 10 yrs is higher than the teacher educators having experience below 10 yrs. It means that the newcomers have less job security as compared to the senior teachers. Colleges should take necessary steps in order to provide them job security

5.5 SUGGESTIONS FOR FURTHER RESEARCH.

- A sample of 75 teacher educators from different colleges of education in Jammu city has been taken in this study. Similar study can be conducted on a large sample to study the psychological wellbeing among the college of education.

- A similar study can be conducted on the students of different colleges of education.

- A similar study can be conducted with respect to other demographic variables such as age, gender etc.

- A similar study can be conducted on the teacher educators of different states.

SUMMARY

TITLE: A STUDY OF PSYCHOLOGICAL WELL-BEING OF TEACHER EDUCATOR IN COLLEGES OF EDUCATION IN JAMMU CITY.

SUPERVISOR **INVESTIGATOR**

Dr. Bharti Tandon **Ritika Sharma**

INTRODUCTION

Psychological well being refers to how people evaluate their lives. According to Diner (1997), these evaluations are in the form of cognitions or in the form of affect. Psychological well-being is the subjective feeling of contentment, happiness, satisfaction with life experiences and of one's role in the world of work, sense of achievement, utility, no distress, dissatisfaction or worry etc. It emphasizes positive characteristics of growth and development. Diener, Lucas and Smith (1999) conceptualized psychological or subjective well-being as a broad construct, encompassing four specific and distant components including pleasant or positive wellbeing. In psychology, the concept of psychological well-being or subjective well-being has started impetus recently due to hectic work schedules and metro lifestyles. Well-being is one of the most important goals which individuals strive for. The term denotes that something is in a good state. It does not specify what something is and what is meant by good. Well being can be specified in two ways : first by specifying the what and secondly by spelling out the criteria of wellness. Psychological well-being is described as the quality of life of a person. It includes what lay people call "happiness", "peace", "fulfillment" and "life satisfaction". Psychological well being is an important aspect for effective performance of any employee because internal feeling persuades the external performance. Psychological well-being is one of the most important goals which individuals as well as societies strive for. So many terms such as happiness, satisfaction, hope, positive mental health, well-being and quality of life have been used in the literature synonymously and interchangeably.

The concept of Well-being originated from positive psychology. The shift from negative to positive psychology is a welcome change in the discipline. The focus of

positive psychology is to study the improvements in the lives of individuals. Positive psychology has emerged from the problem of the west. Thus, it may be inferred that knowledge is culturally conditioned. (Vaghela 2014).

The term wellbeing is a very broad term on which a number of studies are done. It is a growing concern in recent positive psychological research. This term is related to positive functioning, happiness, personal growth, flourishing and self-etc. Ryan and Deci (2001) opined well-being defines society's effect on teaching, parenting, government, therapy as all these endeavours have the goal to change people's life for better. Well-being incorporates two hedonic approaches (subjective well-being) to well-being which relate to happiness and life satisfaction only. Another approach is the Eudaimonic approach (psychological well-being) to well-being with concerns with complete living of human life, realization of one's potential and fully functioning.

Psychological wellbeing deals with people's feelings about everyday experiences in life activities. Such feelings may range from negative mental states or psychological strains such as anxiety, depression, frustration, emotional, exhaustion and unhappiness to a state which has been identified as positive mental health (Jahoda 1958 and Warr. 1978). Sell and Nagpal (1992) observe that all indicators of psychological well-being have objective and subjective components. The objective components relate to concerns that are generally known by the term 'standard of living'. However, individual satisfaction or happiness with objective reality depends not only on the access to goods and services that are available to the community, but also on his expectation and perception of reality. It is a subjective component which links the concept of life to subjective well-being. Although both subjective well-being and psychological well-being assess well-being, they address different features of what it means to be well. According to Witmer and Sweenay (1992) psychological well being includes the majority of the characteristics of a healthy person and sense of worth, a sense of control, realistic beliefs, spontaneity and emotional responsiveness, intellectual stimulation, problem solving, creativity and a sense of humour.

Psychological well being refers to how people evaluate their lives. According to Diner (1997), this evaluation is in the form of cognitions or in the form of affect. Psychological wellbeing is the subjective feeling of contentment, happiness,

satisfaction with life experiences and of one's role in the world of work, sense of achievement, utility, no distress, dissatisfaction or worry etc. it emphasizes positive characteristics of growth and development. Diener, Lucas and Smith (1999) conceptualized psychological or subjective wellbeing as a broad construct, encompassing four specific and distant components including pleasant or positive wellbeing. In psychology, the concept of psychological well being or subjective well-being has started impetus recently due to hectic work schedules and metro lifestyles. Well-being is one of the most important goals which individuals strive for. The term denotes that something is in a good state. It does not specify what something is and what is meant by good. Well-being can be specified in two ways: first by specifying the 'what' and secondly by spelling out the criteria of wellness. Psychological wellbeing is described as the quality of life of a person. It includes what lay people call happiness, peace, fulfilment and life satisfaction. Psychological wellbeing is an important aspect for effective performance of any employee because internal feeling persuades the external performance. Psychological wellbeing is one of the most important goals which individuals as well as societies strive for. So many terms such as happiness, satisfaction, hope, positive mental health, wellbeing and quality of life have been used in the literature synonymously and interchangeably. The word well-being is mostly used for a specific variety of goodness, for example, living in a good environment is worth being able to copy with life, enjoying life etc.

Psychological well being indicates physical and mental wellness. Singh (1990) has stated that psychological well-being is difficult to define. It has been taken to consist of discomfort or desirability and from any disturbance of mental function. It is a somewhat malleable concept which has to do with people's feelings about everyday life activities. Such feeling may range from negative mental state or psychological strains such as anxiety, depression, frustration, emotional, exhaustion, unhappiness, dissatisfaction to a state which has been identified as positive mental health [johada 1958, war 1978]

NEED AND SIGNIFICANCE OF THE STUDY

Psychological wellbeing is one of the most common concepts in the field of education. It is a very crucial factor which leads to the mental health of teachers and also affects the learning of the students. Psychological wellbeing is important

because it impacts on pretty much everything. Individual's mood state, for instance, has a significant effect on an individual's cognitive function, exerting considerable influence over an individual's decision-making and executive skills. Beyond that, it impacts on physiology and physical health. Psychological well-being is very important for individuals whether they are living in the community, at work, or dealing with a crisis in life. The concept of psychological well-being is one of the most prominent signs of an individual's mental health. A feeling of inner happiness, peace, and tolerance towards oneself, giving it the right amount, and the ability to take advantage of daily positive experiences effectively. Psychological well-being is a feeling of inner tranquillity and reassurance. It opens up new possibilities for the individual to acquire different experiences and knowledge and increase the level of awareness and stability according to these experiences and knowledge. Psychological well-being includes a set of sensations that refer to the way we judge our life on a general level. Furthermore, it is not necessarily linked to living pleasant situations or satisfying our personal desires because this would be something temporary. It concerns a set of larger dimensions. With the help of this study the researchers will be able to assess the psychological wellbeing of teacher educators. This study is an attempt to investigate the psychological wellbeing of Teacher educators in different colleges of Education in relation to their residential background, teaching experiences and different types of institutions in which they are recruited.

OBJECTIVES OF THE STUDY

1. To study the overall psychological wellbeing of Teacher Educators in Colleges of Education.

2. To study the difference in the psychological wellbeing of teacher educators in relation to their residential backgrounds.

3. To study the psychological wellbeing of Teacher Educators in relation to their educational qualification.

4. To study the well-being of teachers in relation to their different teaching experiences.

HYPOTHESIS

1. There is no significant difference in overall psychological wellbeing of Teacher Educators in colleges of education.

2. There is no significant difference between psychological wellbeing of teacher educators in relation to their residential background.

3. There is no significant difference in psychological wellbeing of Teacher Educators in relation to their educational qualification.

4. There is no significant difference between teachers in relation to their different teaching experiences.

SAMPLE OF THE STUDY

Random Sampling Technique has been employed for selecting private colleges of Education from Jammu city. The sample consists of 75 college teachers. All of them are from private colleges of education.

TOOL EMPLOYED

For the purpose of the accomplishment of objectives, one research tool namely Psychological Wellbeing Scale (PWBS) by Sisodia and Chowdhary (2005) has been used.

RESULTS AND FINDINGS

The resulting data have been analysed using statistical techniques like Standard Deviation, t-test. Data after scoring were analysed using SPSS and the objective wise presentation is being given:

Table 1

Level of psychological wellbeing of Teacher Educators

RAW SCORE RANGE	N (%age)	LEVEL OF PSYCHOLOGICAL WELL BEING
190 & above	33 (44)	Extremely High
175-189	16 (21.3)	High
161-174	15 (20)	Above Average
140-160	8 (10.6)	Average
126-139	3 (4)	Below Average
111-125	0 (0)	Low
110 & below	0 (0)	Extremely low

Table 2

Mean, standard deviation and t value for scores obtained on differences in psychological wellbeing of teacher educators in relation to their residential background.

Residential Background	N	Mean	S.D	SE m	df	t	Level of significance
Rural	36	192.08	21.28	3.55	73	3.41	0.01
Urban	39	175.69	20.24	3.24			

Table 3

The Mean, standard deviation and t value for scores obtained on differences in psychological wellbeing of teacher educators in relation to their professional qualification

Education qualification	N	Mean	S.D	SEm	df	t	Level of significance
With PhD	19	8.0	1.25	0.29	73	0.75	NS
Without PhD	56	8.56	1.17	0.16			

Table 4

The Mean, standard deviation and t value for scores obtained on differences in psychological wellbeing of teacher educators in relation to their teaching experiences.

Teaching experience	N	Mean	S.D	SEm	df	t	Level of significance
Below10 yrs	48	180.90	20.20	2.92	73	1.40	NS
Above 10 yrs	27	188.30	25.05	4.82			

CONCLUSION AND DISCUSSION

On the basis of the interpretation of the results drawn in the present study, the following conclusions have been laid down:

- In this study, we find that 44% of teacher educators have extremely high levels of psychological well being and the rest fall under below average, above average and high level of psychological well being. There are several factors like work load, personal health issues and others affecting their well being.

- The study showed that there was no significant difference in the psychological wellbeing of teacher educators in relation to their residential background, professional qualification and their teaching experiences.

5.4 EDUCATIONAL IMPLICATIONS OF THE STUDY

- Most of the teacher educators (44%) have extremely high levels of psychological well being. The administration should take required measures like (job security, genuine salaries, manageable workload)in order to maintain their psychological well being.

- The result of the present study revealed that the mean difference of teacher educators belonging to the rural area is higher than the teacher educator belonging to urban areas. It means the teachers belonging to rural areas are more positive than urban teachers due to better connectivity with nature. So colleges should try to organise workshops related to their mental health and try

to make them aware about the merits of the natural environment and also try to relate the urban teachers to the rural environment.

- The study showed that there is no significant difference in psychological wellbeing of teacher educators in relation to their educational qualification. So, colleges should take required steps in order to enhance the learning capabilities of the teachers for eg; difference in salaries and designations.

- The study revealed that the mean difference of teacher educators having experience more than 10 yrs is higher than the teacher educators having experience below 10 yrs. It means that the newcomers have less job security as compared to the senior teachers. Colleges should take necessary steps in order to provide them job security

SUGGESTIONS FOR FURTHER RESEARCH.

- A sample of 75 teacher educators from different colleges of education in Jammu city has been taken in this study. Similar study can be conducted on a large sample to study the psychological wellbeing among the college of education.

- A similar study can be conducted on the students of different colleges of education.

- A similar study can be conducted with respect to other demographic variables such as age, gender etc.

- A similar study can be conducted on the teacher educators of different states.

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