



A STUDY ON WELL-BEING OF B.ED TEACHER TRAINEES CONCERN WITH THEIR GENDER AND STREAM IN PAPUMPARE DISTRICT OF ARUNACHAL PRADESH

Education

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ABSTRACT

The aim of this study was to find out the well-being of teacher trainees and to find out if there is any difference in the well-being between male and female, between humanity and science teacher trainees. A sample of 209 teacher trainees of three B.Ed training centre's of Papumpare district of Arunachal Pradesh constituted for the study. The well-being scale developed by Dr Ripajit Kaur was used to measure the well-being of teacher trainees. The findings revealed that the gender of the teacher and subject stream has no significant effect on the well-being of teachers.

KEYWORDS

Well-being, Teacher Trainees, Gender, stream.

INTRODUCTION:

Well-being is the subjective feeling of contentment, happiness, satisfaction with life's experience and one's role in the world of works, sense of achievement, utility, belongingness and no distress, dissatisfaction or worry etc. it is also defined as the broad category of phenomena that includes people's emotional responses, domain satisfaction and global judgment of life satisfaction. Well-being is a positive outcome that is meaningful for people and for many sectors of society, because it tells us that people perceive that their lives are going well. a high level of well-being means in some sense the individual or groups condition is positive Due to the advancement in every field life of teachers became more complex and stressful, his self-esteem and well-being are affected. Higher sense of well-being and work are significantly related (Larsen, 1990), especially among teachers, who have positive sense of self and healthy psychological well-being and are more willing to attend work.

Teacher's influence is everlasting. He shapes the destiny of future citizens. The secondary education commission (1952) rightly points out "we are convinced that the most important factor in contemplated educational reconstruction is the teacher-his personal qualities, his educational qualifications, his professional trainings and the place that he occupies in the school as well as in the community. By putting a tremendous faith and responsibility on them, the national policy on education (1986) expect a lot from the teacher, it broadly opined, "No people can rise above the level of its teacher". It states that the "status of the teacher reflects the socio-cultural ethos of society" as the educational institution become places of social and political inclusivity, the unrealistic expectations placed on teachers to meet these needs rise (Mc Callum & Price.2010) this coupled with the changing nature of the work of the teacher simply adds to the challenges they face. The teacher must have balanced personality, which influences the student most. The teacher education program plays an important role in shaping and moulding the habits, manners, personality, well-being, effectiveness, self-esteem, teaching aptitude and attitude towards teaching. Thus this paper is an attempt to find out the well-being of teacher trainees pursuing B.Ed under the Papumpare District of Arunachal Pradesh.

Review of related literature;

Aggarwal (2004) observed significant difference in mental, emotional and total wellbeing of male and female teacher trainees. But urban and rural teacher trainees do not differ significantly in physical, mental, social, emotional, spiritual and total well-being.

Sehgal and Sharma (1998) reported that no gender differences exist on psychological well-being.

Singh (1999) conducted a study on well-being of Navodaya Vidyalaya teacher in relation to their job burnout and found that male married teachers have good sense of mental well-being than female married teachers.

Kaur (2011) in her studies of elementary school teacher found that there is no significant difference in well-being score on the basis of gender. It is also revealed that well-being of elementary school teacher having high emotional intelligence is significantly higher as compared to their counterparts. The teachers with high stress have significantly lower well-being as compared to their counterparts having low stress.

OBJECTIVES:

1. To find out the well-being of B.Ed teacher trainees. (Physical, mental, social, emotional and spiritual).
2. To find out the well-being of B.Ed teacher trainees in terms of Gender.
3. To find out the well-being of B.Ed teacher trainees in terms of Stream.

HYPOTHESES:

1. There is no significance difference between the well-being of male and female teacher trainees.

There is no significance difference between the well-being of Humanity and Science

DELIMITATIONS OF THE STUDY:

The present study was delimited to:

1. Papumpare district of Arunachal Pradesh
2. 209 B.Ed teacher Trainees from three B.Ed colleges.
3. This study was confined to the variables i.e well-being and two independent variables namely gender and stream of the study.

METHODOLOGY:

Descriptive method and inferential statistics like mean, standard deviation and 't' test USED best for the study.

SAMPLE:

A total of 209 B.Ed teacher trainees of Papumpare district of Arunachal Pradesh formed the sample of this study. The sample was selected using the stratified random sampling techniques.

TOOLS USED:

To measure the well-being of the B.Ed teacher trainees, well-being scale developed by DR. Ripanjit Kaur (2014) was used.

ANALYSIS AND RESULT:

For the Objective 1 To find out the well-being of B.Ed teacher trainees. (Physical, mental, social, emotional and spiritual).

Table 1 Showing the range, means and standard Deviation of well-being score of B.Ed teacher trainees of Papumpare (N=209).

Dimension	Range	Mean	Standard Deviation
Physical WB	18(15-33)	25.28	3.77
Mental WB	18(16-34)	25.18	3.91
Social WB	23(11-34)	25.30	3.89

Emotional WB	23(12-35)	25.47	4.09
Spiritual WB	24(17-41)	28.74	3.34

Interpretation: Table 1 reveals that the range of score on each dimensions of well-being .the mean score obtained on each dimension ranging from 25.18 in case of mental well-being to 28.74 in case of spiritual well-being on the scale of 1-35. Indicate that B.Ed teacher trainees have average or above average level of well-being. Also the total well-being score.

In nutshell, it may mentioned that B.Ed teacher enjoys good mental health as their level of physical, mental, social, emotional and spiritual well-being is satisfactory.

Table also reveals that mean of dimension of well-being i.e. physical (25.28), mental well-being (25.18), social well-being (25.30), emotional well-being (25.47) and spiritual well-being (28.74) respectively. It reveals that spiritual well being of teacher trainees is highest among the other dimensions of well-being i.e (28.74). Other dimensions of well-being does not show much existence of difference 25.28, 25.18, 25.30 and 25.47 respectively for physical, mental, social, emotional and spiritual well-being.

For the Objective 2 to find out the well-being of B.Ed teacher trainees in terms of Gender.

Table 2: Summary of well-being, mean, standard deviation and t-value of male and female teacher trainees.

Gender	N	Mean	SD	D	SED	t-value
Male	54	131.16	12.58	3.34	1.97	1.70
female	155	127.82	12.22			

Interpretation: Level of confidence for 207 df at 0.05 level is 1.97. from the table it is observed that in the variable gender, the mean score of male teacher trainees is 131.16 with SD 12.58 and that of female teacher trainees is 127.82 with SD 12.22. The calculated t-value is 1.70 which is less than the table value 1.97. the mean difference 3.34 is in favor of male teacher trainees. Hence the null hypothesis "there is no significant difference between the wellbeing of male and female teacher in terms of gender is accepted.

For the Objective 3 To find out the well-being of B.Ed teacher trainees in terms of Stream.

Table 3: Summary of well-being, mean, standard deviation and t-value of science and humanity teacher trainees.

Stream	N	Mean	SD	D	SED	t-value
Science	44	130.40	10.93	2	1.98	1.06
Humanities	165	128.40	11.96			

Interpretation: Calculated 't' value is 1.06 and tabulated 't' value is 1.97 at 0.05 level of significance for df 207. It shows that there is a no significant difference between the well-being of science and humanities teacher trainees. Calculated 't' value is less than tabulated value at 0.05 level of significance. Hence, the null hypothesis "there is no significant difference between the well-being of science and humanities stream teachers" is accepted.

DISCUSSION AND CONCLUSION:

Teacher is the heart of the any system of education, no reform in education has ever succeeded without the participation of the teachers. Education in any country arises out of the needs to promote the well-being of that society, enhance its value structure and set it up in a way that intended to be permanent and in conformity to those norms. It must seek to redirect and reconstruct the social order to meet the needs of the future. The best teacher is one who possess good mental health and who is fully satisfied with his or her occupation. The modern civilization with all its advancement has made the life of the teachers more complex and stressful and due to this his physical and psychological well-being have been affected. Thus, this paper is an attempt to study the well-being of teacher pursuing B.Ed.

From the study it may be mentioned that B.Ed teacher trainees enjoys good mental health as their level of physical, mental, social, emotional and spiritual well-being is satisfactory. It may be because there needs in these areas are satisfied more or less equally. From the study, it was also found that gender of the teacher has no significant effect on the

well-being of teachers. This may because now females enjoy equal status with male and received equal treatment in all respect of life. Moreover the district like Papumpare of Arunachal Pradesh where the tribal population is more, discrimination against gender is very less in comparison to the other parts of the country where female receive equal love, affection, recognition and freedom at home, school and society.

Thus, from the study, it revealed that there is no significant difference between the well-being of Humanity and science teacher trainees. This may be because no matter, whatever stream they may opt, teachers get adequate opportunity to have free interaction among themselves, similar types of exposure in colleges, homes and society.

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