
A Study Of Psychological Well-Being Of Teacher Educator In Educational Institutions In Jammu Division

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ABSTRACT

Teachers are the backbone of society, and their role in the classroom is crucial for ensuring quality education. The effectiveness of teachers largely depends on their psychological well-being, which influences their mental health, job satisfaction, decision-making abilities, and overall professional performance. Previous studies have highlighted that the well-being of teacher educators is associated with workplace satisfaction and organizational support, emphasizing the need for educational institutions to promote employee well-being.

The present study was undertaken to examine the psychological well-being of teacher educators working in different educational institutions of the Jammu Division. The study aimed to assess the level of psychological well-being among teacher educators and investigate differences based on selected demographic variables. A sample of 120 teacher educators was selected through random sampling. The Psychological Well-Being Scale (PWBS) developed by Sisodia and Choudhary (2005) was used for data collection. Statistical techniques such as percentage, mean, standard deviation, and independent samples t-test were employed for data analysis.

The findings revealed that there were no significant differences in the psychological well-being of teacher educators with respect to gender (male/female), marital status (married/unmarried), locality (rural/urban), teaching experience (above 10 years/below 10 years), and educational qualification (Ph.D./Non-Ph.D.). The study highlights the importance of maintaining psychological well-being among teacher educators and provides useful insights for policymakers, administrators, management authorities, and other stakeholders concerned with enhancing the quality of education and teacher effectiveness..

KEYWORDS: Psychological Well-being, Teacher Educators, Educational Institutions, Mental Health, Job Satisfaction.

INTRODUCTION

Psychological well-being refers to the way individuals evaluate and experience their lives. According to Diener (1997), such evaluations involve both cognitive judgments and emotional experiences. It includes feelings of happiness, contentment, life satisfaction, achievement, and positive functioning. Psychological well-being is often regarded as an indicator of a person's quality of life and reflects positive growth, personal development, and effective adjustment to daily challenges.

The concept of well-being has gained considerable attention with the emergence of positive psychology, which focuses on human strengths, flourishing, and the enhancement of life experiences. Ryan and Deci (2001) described well-being as an important outcome of various social institutions, including education, parenting, and governance, as these aim to improve people's lives. Well-being is generally understood through two perspectives: the hedonic approach, which emphasizes happiness and life satisfaction, and the eudaimonic approach, which focuses on realizing one's potential and living a meaningful life.

Psychological well-being plays a significant role in an individual's personal and professional effectiveness. It influences emotional stability, decision-making, productivity, and overall mental health. Feelings associated with

psychological well-being may range from the absence of negative states such as anxiety, depression, and frustration to the presence of positive mental health, self-worth, autonomy, and personal growth (Jahoda, 1958; Warr, 1978). Therefore, psychological well-being remains an important area of study, particularly in educational settings where teachers' well-being can influence both their professional performance and students' learning experiences.

Need and significance of the study

Psychological well-being 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 well-being 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 well-being of teacher educators. So, the investigator felt the need to investigate the psychological well-being of teacher educators in different educational institutions in relation to their gender, marital status, locality, teaching experiences, and educational qualification.

Statement of the problem

“A Study of Psychological Well-Being of Teacher Educators in Educational Institutions in Jammu Division.”

OBJECTIVES OF THE STUDY

1. To study the overall psychological well-being of teacher educators in educational institutions in Jammu division.
2. To study the difference in the psychological well-being of teacher educators in relation to their gender.
3. To study the difference in the psychological well-being of teacher educators in relation to their marital status.
4. To study the difference in the psychological well-being of teacher educators in relation to their locality (rural and urban).
5. To study the difference in the psychological well-being of teacher educators in relation to their different teaching experiences
6. To study the difference in the psychological well-being of teacher educators in relation to their education qualification.

Hypothesis of the study

1. There is no significant difference in overall psychological well-being of teacher educators in educational institutions in Jammu division.
2. There is no significant difference between psychological well-being of teacher educators in relation to their gender.
3. There is no significant difference between psychological well-being of teacher educators in relation to their marital status.
4. There is no significant difference between psychological well-being of teacher educators in relation to their locality (rural and urban).
5. There is no significant difference between teacher educators in relation to their different teaching experiences.
6. There is no significant difference in psychological well-being of teacher educators in relation to their educational qualification.

Delimitations of the study

1. The present study has been delimited to the Jammu division only.
2. The present study has been confined to educational institutions only.
3. The present study has been delimited to a sample of 120 teacher educators only i.e. (60 Male and 60 Female) selected from educational institutions in Jammu division.
4. The present study has been delimited to only one tool, “Psychological Well-Being Scale” by D.S. Sisodia and Pooja Choudhary (2005).

REVIEW OF RELATED LITERATURE

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 well-being. 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 well-being and life satisfaction of high school teachers. Results revealed that the level of well-being 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 well-being 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 well-being 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 well-being 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 (Maslach 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.

Okwara ji (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 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 well-being in schools with physical health, life satisfaction and professional thriving. The study examined multiple aspects of employee well-being. 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 well-being assessments can help school administrators understand and improve staff well-being, 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 was analysed by using t test and the relationship was analysed using Pearson's correlation. Significant differences emerged in the well-being and job satisfaction among government and private school teachers.

Ilagan. 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.

Ofo we 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 Koomen (2016) critically examined the relationship between teacher and student which is affected by psychological well-being 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 well-being 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 well-being of student-teachers of both the groups. The study reveals that there is no difference in the mean scores of psychological well-being of student-teachers of both the groups of college of education.

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 well-being 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 well-being 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 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 well-being 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 well-being. 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 well-being 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.

Oxley 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 reveal that due to the intensifying demands of higher education work environments, academic staff are reporting increased levels of burnout and stress and decreasing well-being. 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 well-being, stress and burnout, and to identify where there are gaps in evidence-based knowledge.

Ramdass (2023) has studied psychological well-being 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 well-being among male and female college teachers. Female teachers were higher in psychological well-being than the male college teachers.

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 the teachers who are teaching in educational institutions in Jammu division.

Selection of sample

A sample is a smaller set of data that a researcher chooses or selects from a larger population using a pre-defined selection method. These elements are known as sample points, sampling units, or observations.

In the present study ‘Random Sampling Technique’ has been employed for selecting educational institutions from Jammu division. The sample of the present study consists of 120 teacher educators (i.e. 60 Male and 60 Female teacher educators). All of them are from educational institutions.

Variables studied

In the present study there are five independent variable and one dependent variable which are to be studied:

a) Independent Variable

1. Gender: Male and Female.
2. Marital Status: Married and Unmarried.
3. Locality: Rural and Urban.
4. Teaching Experience: Below 10 years and Above 10 years.
5. Educational Qualification: Ph.D. and non-Ph.D.

b) Dependent Variable

1. Psychological well-being.

Selection of tool

Meaning of Tools: for collecting the data for the study of any problem the researcher may use different types of devices, which in technical term are called “Tools” or “instruments”. All the worthwhile tools, besides some specific requirements for particular purpose for which they are used should have some general qualities which are as under:

- i) Validity
- ii) Reliability
- iii) Usability

Best has very rightly remarked that “like tools in the carpenter box, each research tools are appropriate in a given situation to accomplish a particular purpose.”

For the present study only one type of psychological well-being scale was used to collect the required data. The main theme was to know the psychological well-being of teacher educators. In the present study for the purpose of data collection keeping in view their search, the researcher used a structured scale.

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

Preparation of scale

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

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 well-being 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 |

Administration of tool

After taking permission from college authorities and principles/head teachers, the investigator explains the purpose of data collection and instructions regarding uses of various items of the scale to the teacher educators. The teacher educators were also informed that their responses will be kept confidential and will be used for research purpose only therefore they should answer the questions accordingly as per your choice. The investigator distributed the psychological well-being scale to teacher educators in educational institutions in Jammu division in both modes as per her convenience i.e. offline (for nearby colleges situated within Jammu district) and online google form (for colleges situated in far flung areas and outside the Jammu district like: Udhampur, Kathua, Kishtwar, Samba etc.). The offline distributed sheets were collected by the investigator herself whereas the record of the responses came through online google form were stored automatically. Finally, test was administered according to the instructions given in the manuals.

Scoring procedure (scoring scheme of psychological well-being scale)

After the collection of data, scoring was done on basis of prescribed procedure. There are 50 items in this scale. Every item has 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 |

Statistical techniques employed

In present study, the investigator was concerned with following techniques:

1. Percentage.
2. Mean.
3. Standard deviation.
4. ‘t’ ratio (Independent samples t-test).

Analysis and interpretation of data

The resulting data have been analysed using statistical techniques like Mean, Standard deviation, Independent Samples t-test (and Welch’s t-test, Welch’s version of the t-test was selected as it does not assume equal variances between groups, making it suitable for real-world educational data where homogeneity of variance cannot always be guaranteed.). All analyses were performed using Microsoft Excel, which provides accurate estimates of the t-value, degrees of freedom, and significance levels, and the objective wise presentation is being given to the present chapter.

Table 1: Showing Level of psychological well-being of Teacher Educators

| RAW SCORE RANGE | N (%age) | LEVEL OF PSYCHOLOGICAL WELL-BEING |
|-----------------|-----------|-----------------------------------|
| 190 & above | 75 (62.5) | Extremely High |
| 175-189 | 30 (25) | High |
| 161-174 | 10 (8.3) | Above Average |
| 140-160 | 2 (1.6) | Average |
| 126-139 | 3 (2.5) | Below Average |
| 111-125 | 0 | Low |
| 110 & below | 0 | Extremely low |

Table 1 depicts that 62.5% of teacher educators are in the range of 190 and above Score so it is clear that they have Extremely High level of psychological well-being, 25% of Teacher Educators falls under the score of 175-189 score range so they have High level of psychological well-being, and 10% of Teacher Educators falls under the score range 164-174 so it is clear that they have Above Average level of psychological well-being. Similarly, 1.6% of teacher educators fall under score range 140-160 which means they have Average level of psychological well-being and 2.5% of teacher educators fall under score range of 126-139 so it can be seen that they have Below Average level of psychological well-being.

Table 2: Showing mean, standard deviation and ‘t’ value for scores obtained on differences in psychological

well-being of teacher educators in relation to their gender.

| Gender | N | Mean | S.D | 't'-value | Level of Significance |
|--------|----|--------|-------|-----------|-----------------------|
| Male | 60 | 194.43 | 19.33 | 1.085 | NS (Not Significant) |
| Female | 60 | 190.95 | 15.66 | | |

Interpretation

“It is evident from table 2 that the mean psychological well-being score for male teacher educators was 194.43 (SD₁ = 19.33), and for female teacher educators, the mean score was 190.95 (SD₂ = 15.66). The obtained t-value is 1.085, which is less than the table value of 1.96 at 0.05 level of significance. Hence, the null hypothesis 2, which states that — ‘There is no significant difference in the psychological well-being of teacher educators in relation to their gender’ — is accepted”.

Table 3: Showing mean, standard deviation and ‘t’ value for scores obtained on differences in psychological well-being of teacher educators in relation to their marital status.

| Marital status | N | Mean | S.D | 't'-value | Level of Significance |
|----------------|----|--------|-------|-----------|-----------------------|
| Married | 97 | 191.56 | 18.09 | -1.635 | NS (Not Significant) |
| Unmarried | 23 | 197.48 | 14.76 | | |

Interpretation

“It is evident from table 3 that the mean psychological well-being score for married teacher educators was 191.56 (SD₁ = 18.09), and for unmarried teacher educators, the mean score was 197.48 (SD₂ = 14.76). The obtained t-value is -1.635, which is less than the table value of 1.96 at 0.05 level of significance. Hence, the null hypothesis 3, which states that — ‘There is no significant difference in the psychological well-being of teacher educators in relation to their marital status’ — is accepted”.

Table 4: Showing mean, standard deviation and ‘t’ value for scores obtained on differences in psychological well-being of teacher educators in relation to their locality.

| Locality | N | Mean | S.D | 't'-value | Level of Significance |
|----------|----|--------|-------|-----------|-----------------------|
| Rural | 55 | 191.76 | 18.59 | -0.525 | NS (Not Significant) |
| Urban | 65 | 193.48 | 16.82 | | |

Interpretation

“It is evident from table 4 that the mean psychological well-being score for teacher educators live in rural area was 191.76 (SD₁ = 18.59), and for teacher educators live in urban area, the mean score was 193.48 (SD₂ = 16.82). The obtained t-value is -0.525, which is less than the table value of 1.96 at 0.05 level of significance. Hence, the null hypothesis 4, which states that

— ‘There is no significant difference in the psychological well-being of teacher educators in relation to their locality’ — is accepted”.

Table 5: Showing mean, standard deviation and ‘t’ value for scores obtained on differences in psychological well-being of teacher educators in relation to their teaching experience.

| Teaching experience | N | Mean | S.D | 't'-value | Level of Significance |
|---------------------|----|--------|-------|-----------|-----------------------|
| Above 10 years | 62 | 194.77 | 18.81 | 1.35 | NS (Not Significant) |
| Below 10 years | 58 | 190.47 | 16.07 | | |

Interpretation

“It is evident from table 5 that the mean psychological well-being score for teacher educators having a teaching experience of above 10 years was 194.77 (SD₁ = 18.81), whereas for teacher educators with a teaching experience of below 10 years, the mean score was 190.47 (SD₂ = 16.07). The obtained t-value is 1.35, which is less than the table value of 1.96 at 0.05 level of significance. Hence, the null hypothesis 5, which states that — ‘There is no significant difference in the psychological well-being of teacher educators in relation to their teaching experience’ — is accepted”.

Table 6: Showing mean, standard deviation and ‘t’ value for scores obtained on differences in psychological well-being of teacher educators in relation to their educational qualification.

| Educational qualification | N | Mean | S.D | 't'-value | Level of Significance |
|---------------------------|----|--------|-------|-----------|-----------------------|
| Ph.D. | 27 | 196.22 | 19.58 | 1.096 | NS (Not Significant) |
| Non – Ph.D. | 93 | 191.66 | 16.95 | | |

Interpretation

“It is evident from table 4.2.6 that the mean psychological well-being score for teacher educators having Ph.D. was 196.22 (SD₁ = 19.58), whereas for non-Ph.D. teacher educators, the mean score was 191.66 (SD₂ = 16.95).

The obtained t-value is 1.096, which is less than the table value of 1.96 at 0.05 level of significance. Hence, the null hypothesis H_0 , which states that

— ‘There is no significant difference in the psychological well-being of teacher educators in relation to their educational qualification’ — is accepted”.

FINDINGS AND CONCLUSION

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 62.5% of teacher educators have extremely high levels of psychological well-being and the rest fall under high, above average, average, and below average 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 Well-being of teacher educators in relation to their Gender, Marital status, Locality, Teaching experience, and their educational qualification.

Educational implications of the study

- Most of the teacher educators (62.5%) 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 findings of the study revealed no statistically significant differences in the psychological well-being of teacher educators based on gender, marital status, locality (rural/urban), teaching experience, and educational qualifications. These results carry several important educational implications:

1. Inclusive Mental Health Policies:

Since psychological well-being does not significantly vary across demographic categories, well-being initiatives in teacher education institutions should be universal and inclusive, rather than targeted at specific subgroups. Programs promoting mental health and emotional resilience should be designed to benefit all teacher educators equally.

2. Equitable Support Systems:

Institutions should ensure that support systems and resources (like counselling, stress management workshops, or peer mentoring) are equitably available to all teacher educators regardless of gender, marital status, or other background characteristics.

3. Focus on Common Stressors:

The lack of difference across groups suggests that common professional or institutional stressors may play a larger role in affecting psychological well-being than personal or demographic factors. Educational planners and administrators should investigate and address such shared challenges — e.g., workload, institutional culture, job security, or career advancement.

4. Reinforcing Equal Opportunities:

Since factors like educational qualification or teaching experience do not significantly impact well-being, professional development and training programs should be designed to provide equal opportunities for growth and emotional support to all educators, regardless of background.

5. Customized, Not Categorical Interventions:

Interventions should be based on individual needs rather than broad categories like gender or marital status. Psychological well-being is complex and personal, so promoting self-awareness, reflective practice, and access to personalized well-being resources may be more effective than group-based assumptions.

6. Reaffirming non-discrimination:

The findings reinforce the idea that no single demographic group is inherently more or less psychologically vulnerable. This supports the principle of non-discrimination and can be used to promote fair treatment and inclusivity in educational institutions.

SUGGESTIONS FOR FURTHER RESEARCH

Research is never ending process, the more one plunges into the oceans of knowledge more vistas of knowledge open for him. Usually there are few researchers in the field of education, and they cannot solve all the problems. Hence more and more research is required to be undertaken. Due to heavy obstacle, present investigations could not cover up all dimensions of the problem. The following suggestions may be incorporated for further research:

- The presents study cannot be called final and comprehensive; more work can be done on different samples of different age group.

- A sample of 120 teacher educators from different educational institutions in the Jammu division has been taken for this study. Similar study can be conducted on a large sample to study the psychological well-being among the educational institutions.
- A similar study can be conducted on the students of different educational institutions.
- A similar study can be conducted with respect to other demographic variables such as type of institutions i.e. government vs private, streams, age etc.

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

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