



A COMPARATIVE STUDY ON THE WELL - BEING OF TEACHER TRAINING INSTITUTIONS OF AIZAWL CITY

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Abstract: The study was conducted to compare the well - being of teacher trainees from Institute of Advanced Studies in Education (IASE), Mizoram University (MZU) and District Institute of Education and Training (DIET) of Aizawl city. Stratified random sampling method was adopted by selecting 309 teacher trainees from these institutions. Well – Being scale developed and standardized by the researchers was used for collection of data. Analyses were done by testing hypotheses to find out the significant difference among the institutes of IASE, MZU and DIET. No significant differences in the level of well – being were found between IASE and DIET. However, significant differences were found between the institutes of IASE and MZU, and between the institutes of MZU and DIET.

Introduction

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

The teaching profession is associated with various work-related stressors (e.g., heavy workloads, time pressures, and a variety of social interactions almost every day) and is considered one of the most stressful occupations. This is especially true for teacher trainees, who are confronted day after day with their unique challenges. During the past years, the well-being of teachers has gained increasing attention. In some previous reviews by researchers, they have underlined the fact that high teacher well-being is positively associated with positive emotions and satisfaction and negatively associated with emotional exhaustion and burn-out. In accordance with the salutogenic approach, well-being is not just the opposite of stress but a multidimensional construct, and can be distinguished into general well-being, defined as ‘open, engaged, and healthy functioning’, or occupational well-being, which refers to healthy functioning in the work environment.

Rationale of the study

The purpose of the present study is to gain insight of the total condition level of well - being who are enrolled in the teacher training education or pre service teacher education and to provide necessary and suggestive measures and support needed for educators. This study examines the research literature on the criteria affecting well-being of the teacher trainees in Aizawl city. There are few empirical studies on well-being in the context of Northeast India, and also few studies on the well-being of teacher

trainees in particular. Furthermore, no studies or report on well-being of teacher trainees in the context of Mizoram has been known. A critical and thorough investigation in the context of Mizoram and in Aizawl will specifically proved to be useful for further research and investigation on the level of well-being among teacher trainees for the institutions offering B. Ed course.

Literature Review

Relleve (2022) conducted a study on 'Exploring the potential predictors of teachers' Psychological Well-being (PWB) amidst the pandemic'. This research aimed to delve into the personality trait of public-school teachers concerning Grit, the Basic Psychological Needs satisfaction in terms of Autonomy, Competence, and Relatedness, likewise to examine their predictive roles in Psychological Well-being. Public-school teachers of 214 (74.56%) in elementary and 73 (25.44%) in secondary were the respondents of this study.

Mairitchsh et al (2021) did a study on 'Being a student, becoming a teacher: The wellbeing of pre-service language teachers in Austria and the UK' to investigate the wellbeing of 14 pre-service language teachers from Austria and the UK. The study investigate the wellbeing of pre-service language teachers during their educational programmes and practicum experiences with the aim of better understanding the factors that will not only keep them in their chosen career but will help them to thrive in the long term. This study has shown the value of an ecological perspective which has revealed numerous systemic characteristics that play a critical role in determining the wellbeing of these pre-service teachers.

Objectives of the study:

1. To compare the difference in the level of well-being between IASE and MZU teacher trainees.
2. To compare the difference in the level of well-being between MZU and DIET teacher trainees.
3. To compare the difference in the level of well-being between IASE and DIET teacher trainees.

Hypotheses of the study:

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

Methodology and Procedure:

Method of the study: For the present study, Descriptive Survey Method is employed by the researchers.

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

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

Tools and techniques used for data collection:

Well – Being scale developed and standardized by the researchers was used for collection of data.

Analysis of data:

The collected data was analyzed by using descriptive statistics such as – mean, standard deviation and inferential statistics such as; test of significant difference between two groups Means (t-test).

Result and Interpretation

Objective No. 1: To compare the difference in the level of well-being between IASE and MZU teacher trainees.

Hypothesis No. 1: There is no significant difference in the level of well-being between IASE and MZU teacher trainees.

In order to find out the significance difference between the well-being of teacher trainees of the institutes of IASE and MZU, the calculation results of Means and ‘t’ test is presented in Table - 1.

Table - 1
Comparison in the level of well-being between IASE and MZU teacher trainees

Institution	N	Mean	SD	df	t-value	Level of Significance
IASE	124	124.99	11.72	205	3.59	Significant at 0.01 level
MZU	82	118.55	13.12			

The present study deals with 124 teacher trainees of IASE and 82 teacher trainees of MZU, and a significant difference in the level of well-being is found between teacher trainees of IASE and MZU. The findings showed that teacher trainees of IASE have higher level of well-being compared to teacher trainees of MZU. Therefore, the null hypothesis is accepted at 0.01 level of confidence

Objective No. 2: To compare the difference in the level of well-being between MZU and DIET teacher trainees.

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

In order to find out the significance difference between the well-being of teacher trainees of the institutes of MZU and DIET, the calculation results of Means and ‘t’ test is presented in Table – 2.

Table - 2
Comparisons in the level of well-being between MZU and DIET teacher trainees

Institution	N	Mean	SD	df	t-value	Level of Significance
MZU	82	118.55	13.12	183	1.97	Significant at 0.05 level
DIET	103	122.25	12.03			

The present study deals with a comparison of 82 MZU teacher trainees and 103 DIET teacher trainees with regards to their well-being level. Based on the findings of the study there is a significant difference found between teacher trainees of MZU and DIET. As teacher trainees of DIET have higher mean value, they are found to have higher level of well-being than teacher trainees of MZU. Therefore, the null hypothesis is accepted at 0.05 level of confidence.

Objective No. 3: To compare the difference in the level of well-being between IASE and DIET teacher trainees.

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

In order to find out the significance difference between the well-being of teacher trainees of the institutes of IASE and DIET, the calculation results of Means and 't' test is presented in Table - 3.

Table - 3
Comparisons in the level of well-being between IASE and DIET teacher trainees

Institution	N	Mean	SD	df	t-value	Level of Significance
IASE	124	124.99	11.72	225	1.72	Not Significant
DIET	103	122.25	12.03			

The present study deals with a comparative study in the level of well-being among 124 IASE teacher trainees and 103 DIET teacher trainees. Based on the results of the studies, it is found that there is no significant difference between teacher trainees of IASE and DIET.

Discussion: With regards to objective no 1 to objective no 3 on the comparison of well-being of teacher trainees among IASE, MZU and DIET, it is found that there is no significant difference between institutes of IASE and DIET. However, a significant difference was found between the institutes of IASE and MZU and between MZU and DIET teacher trainees. From the comparisons it is found that teacher trainees of IASE and DIET have higher well-being level than teacher trainees of MZU.

This study is found to be similar with a study done by Relleve (2022) where a comparison of well-being between primary and secondary public school teacher was carried out, no significant difference was found between these two subjects as well.

Institutional differences in administrations, infrastructures, teaching-learning approaches, methods, activities, etc occurs with different institutions. Teacher trainees might be bounded by various factors influencing their well-being. Competitions between institutions could also add to the differences in the well-being level, a better understanding of the relationship between institutions and well-being can offer many unique insights into some of the vexing barriers to achieving sustained well-being and of the consequent conditions most conducive to improving quality of life.

CONCLUSION

Based on the comparison in the level of well-being among teacher trainees of IASE, MZU and DIET, it is found that there is no significant difference between institutes of IASE and DIET. However, a significant difference was found between the institutes of IASE and MZU and between MZU and

DIET teacher trainees. From the comparisons it is found that teacher trainees of IASE and DIET have higher well-being level than teacher trainees of MZU.

Institutional differences in administrations, infrastructures, teaching-learning approaches, methods, activities, etc occurs with different institutions. Teacher trainees might be bounded by various factors influencing their well-being. Competitions between institutions could also add to the differences in the well-being level, a better understanding of the relationship between institutions and well-being can offer many unique insights into some of the vexing barriers to achieving sustained well-being and of the consequent conditions most conducive to improving quality of life

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