



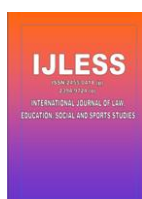
A Study on the Significance of Mental Wellbeing among Student Teachers

Dr. Manju N. D

Assistant Professor, National College of Education, Shimoga -577201

Email: manjundphd@gmail.com

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Abstract

Teaching is a profession that comes with a lot of stress, and teachers have to juggle the needs of their students and manage their behavior, while also making quick decisions. In the Indian context, the mental well-being of teachers is extensively studied. The aim of this study is to compare mental well-being among B. Ed student teachers. The present study was undertaken to investigate the Mental Wellbeing of B. Ed Student teachers. Sample of 100 B. Ed Student teachers from Shimoga city was selected by implementing the stratified random sampling method based on the independent variables such as stream, Locality and gender. The purpose of the study was: 1. To assess the level of Mental Wellbeing of B. Ed Student teachers. 2. To study whether there is any significance difference in Mental Wellbeing of B Ed Student teachers with respect to their gender. 3. To study whether there is any significant difference in Mental Wellbeing of B. Ed Student Teachers with respect to their Stream of Education. 4. To study whether there is any significant difference in Mental Wellbeing of B. Ed Student teachers with respect to their locality. This is a descriptive study adopting survey method to collect the data. The obtained data was analyzed by using Percentage analysis and t-test. The findings of the study were It was found that majority of B. Ed student teachers that is 45% of them possess high level of Mental Wellbeing. It is also seen that only 40% possess moderate level of Mental Wellbeing and 15% of B. Ed Student teachers possess low level of Mental Wellbeing. 2. No Significant difference was found between male and female B. Ed Student teachers with respect to their Mental Wellbeing. 3. No Significant difference was found between Arts and Science Stream B. Ed Student teachers with respect to their Mental Wellbeing. 4. No significant difference was found between Urban and Rural areas B. Ed Student teachers with respect to their Mental Wellbeing.

Key Words: Mental Wellbeing, B. Ed Student Teachers, Stress, Teaching Profession, Significance.

Introduction:

Mental wellbeing is one of the factors that can significantly impact people's lives. Mental wellbeing refers to the state of experiencing positive emotions and overall contentment with one's life and the lives of others, encompassing various aspects such as family, education, and career, and involving both emotional and cognitive elements. Student teachers face increased pressure due to the demands of assignment work, micro teaching, internships, exams, concerns about skill development, and the pressure to secure employment.

When students possess good mental well-being, they are more capable of learning, actively participating in the classroom, and effectively coping with stress. In a similar vein, educators who prioritize their mental wellbeing are more likely to excel in their teaching, establish meaningful connections with students, and cultivate a nurturing school environment. Mental wellbeing encompasses emotional, psychological, and social well-being, influencing our thoughts, emotions, and behaviors as we navigate life's challenges. Mental wellbeing is not just the absence of mental illness, but it is a crucial component of overall health and the overall quality of life. Mental wellbeing encompasses the capacity to handle anxiety, stress, foster connections, and exercise decision-making.

Definitions of Mental Wellbeing:

Mental health refers to a state of mental well-being that empowers individuals to effectively manage life's challenges, recognize their potential, acquire knowledge, perform optimally, and actively participates in their community.

According to the source of WHO (2004), mental well-being refers to a state where every individual can fulfill their own capabilities, effectively manage everyday challenges, engage in productive work, and make meaningful contributions to their community.

According to the Oxford English Dictionary, mental wellbeing refers to a state of mental health where an individual can effectively handle life's challenges, engage in productive work, and actively participate in community activities.

Keyes defines flourishing as a state of mental well-being that surpasses mere functionality, encompassing a sense of vitality and fulfillment.

Mental well-being encompasses more than just the absence of mental illness; it involves a state of overall psychological and emotional health. It refers to the ability to think, feel, and act in ways that improve your quality of life and help you overcome obstacles.

Importance of student teachers' mental wellbeing:

The importance of mental well-being for student teachers is immense, as it has a direct impact on their personal health, academic performance, and professional growth. The following are the key elements that contribute to the mental well-being of student teachers.

- 1. Foundation for Effective Teaching Practice:** Teaching is a mentally and emotionally challenging profession that requires a strong foundation for effective practice. Student teachers who prioritize their mental well-being are more capable of handling stress, adjusting to classroom dynamics, and fostering positive relationships with students. Mental resilience plays a crucial role in classroom management, effective communication skills, and the development of empathy, which are all fundamental qualities of a competent teacher.
- 2. Academic and Professional Success:** Mental well-being plays a crucial role in academic and professional success, as it affects focus, motivation, and overall productivity. A mentally sound student teacher can more effectively manage coursework, lesson planning, and assessments while undergoing their training. Maintaining good mental health during teaching practicums

enhances confidence and competence, leading to improved learning outcomes and teaching effectiveness. The early teaching years are often characterized by high levels of stress, making it crucial to implement strategies to prevent burnout and attrition.

3. **Prevention of Burnout and Dropout:** When mental health is compromised, it can result in burnout, anxiety, or depression, which in turn increases the chances of students leaving the teaching profession prematurely. Promoting well-being is crucial for maintaining a sustainable teaching career, particularly in challenging educational settings with limited resources and high demands.
4. **Role Modeling for Students:** Teachers play a crucial role in modeling behavior for students, serving as positive examples of how to conduct oneself in various situations. A student teacher who values mental health models sets an example for their future students, fostering a classroom environment that prioritizes emotional well-being and supports student growth.
5. **Developing professional identity:** student teachers are in a stage of growth and exploration as they establish their professional identity. Maintaining a stable mental state enables self-reflection, personal development, and a healthy connection with the role of a teacher. Achieving emotional equilibrium contributes to the formation of a well-defined sense of purpose and values in the field of education.
6. **Adapting to change:** transitioning from a student to a teacher requires a significant learning curve. Mental well-being fosters adaptability, resilience, and emotional intelligence during this phase. It aids in handling feedback, constructive criticism, and performance pressure.

Components of Mental Wellbeing:

The components of mental well-being encompass the essential factors that contribute to a healthy and balanced mental state. These elements are frequently interconnected and collectively contribute to an individual's capacity to flourish, especially in demanding or stressful situations such as teacher training. These are the fundamental elements of psychological health:

1. **Emotional well-being:** It refers to the capacity to handle emotions, both positive and negative, in a healthy and balanced manner. Experiencing emotional equilibrium and adaptability. Includes self-awareness, emotional regulation, and coping skills. A student teacher maintains composure and introspection during challenging classroom situations.
2. **Psychological well-being:** It refers to the personal growth and self-acceptance of an individual. A feeling of self-determination and independence in one's life. Finding our purpose and setting meaningful goals. Example: A student teacher feels assured in their development and finds purpose in their teaching.
3. **Social wellbeing:** It is the quality of relationships and social support. A feeling of being part of a group and having meaningful relationships. The capacity to give back to the community. Example: feeling connected with peers, mentors, and students during practicum.
4. **Cognitive wellbeing:** It refers to the ability to think clearly, concentrate, and make sound decisions. Intellectual engagement and curiosity, mental flexibility and problem-solving skills. Effectively organizing lessons and modifying approaches during instruction.
5. **Spiritual or existential well-being:** is optional but important for someone in the present context. Having a sense of purpose, meaning, or alignment with personal values. Experiencing a sense of belonging to a greater whole. Example: feeling that teaching resonates with one's fundamental values and life's purpose.

6. **Physical well-being:** is closely tied to mental health and is influenced by factors such as sufficient sleep, proper nutrition, and regular exercise. Acknowledging the Interdependence of the Mind and Body. Example: regular sleeps and exercise routines that improve mood and energy during training.
7. **Resilience and Coping:** is the capacity to recover and adapt in the face of adversity or pressure. Employing effective coping strategies, such as mindfulness and time management, can greatly enhance one's ability to navigate through challenging situations. Despite a challenging teaching experience, I was able to rise above it without feeling discouraged.

The mental health of individuals is crucial for fostering a thriving and successful community. By placing mental health at the forefront, future educators can create a conducive learning environment that nurtures academic success, social-emotional growth, and overall well-being among students.

Need and Significance of the Study:

Teachers have a crucial role in education, particularly in the lives of the students they teach in the classroom. A teacher's defining characteristic is their proficiency in imparting knowledge to students and their positive impact on their development. Typically, the role of a teacher in education extends beyond imparting knowledge. In the modern era, teaching takes on various forms, and a teacher must fulfil the roles of an external parent, counsellor, mentor, and role model. Teachers are invaluable contributors to our civilization. They are pillars of wisdom, moulding the future of our children and they are educators, mentors, guides, and inspirations. Being a teacher is not just a job, it's a deep-rooted passion and purpose. You will inspire, guide, instruct, and mentor, leaving an indelible impact on the lives of every child you encounter. Educators impart knowledge, cultivate critical thinking abilities, inspire students and parents, serve as role models, and contribute to the comprehensive growth of children. Teachers play a crucial role in promoting peace, inspiring students to chase their dreams, and fostering a sense of community, thereby making a positive impact on society.

Student teachers are in a crucial transitional phase, moving from learners to educators. This phase encompasses academic stress (assignments, evaluations), classroom instruction (live accountability), performance anxiety, and the development of professional identities. Despite these demands, mental well-being among student teachers is frequently overlooked and inadequately supported, particularly in teacher training programs. This gap can result in burnout, students leaving teacher training programs, inadequate professional development, and a decline in teaching effectiveness. Therefore, the study is necessary to evaluate the mental health issues encountered by student teachers, comprehend the influence of well-being on teaching proficiency and motivation, and provide insights to teacher education programs regarding the significance of mental health support. This study is a modest undertaking that aims to contribute to academic knowledge, practical applications, and policy-making. It contributes to the expanding field of educational psychology and teacher development. Offers empirical evidence on how mental well-being impacts learning, performance, and teaching abilities during training. The research aids educators, mentors, and institutions in creating more effective support systems, such as counselling services, mindfulness training, and peer support groups. This research provides student teachers with techniques for coping with stress and building emotional strength.

The mental wellbeing of student teachers is not only a personal matter but also a professional and educational issue. By delving into it, we can cultivate a more sustainable, impactful, and compassionate teaching workforce that not only benefits teachers but also the students and society they serve. This study is a small-scale exploration in this area.

Objectives of the Study:

1. To assess the level of Mental Wellbeing among B. Ed Student teachers.
2. To study whether there is any significance difference in Mental Wellbeing of B Ed Student teachers with respect to their gender.
3. To study whether there is any significant difference in Mental Wellbeing of B. Ed Student Teachers with respect to their Stream of Education.
4. To study whether there is any significant difference in Mental Wellbeing of B. Ed Student teachers with respect to their locality.

Hypothesis of the Study:

1. There is no significant difference between male and female B. Ed student teachers with respect to their Mental Wellbeing.
2. There is no significant difference between Arts and Science Stream B. Ed Student teachers with respect to their Mental Wellbeing.
3. There is no significant difference in urban and rural B. Ed Student teachers with respect to their Mental Wellbeing.

Variables of the study:

Independent variable:

- ❖ Mental Wellbeing

Dependent variable:

- ❖ **Gender:** Male and female B. Ed Student teachers.
- ❖ **Stream:** Arts and Science
- ❖ **Locality:** Urban and Rural

Method of the Study:

The present study was taken up to examine the Mental Wellbeing of B. Ed Student teachers and to find whether there is any difference in Mental Wellbeing among B. Ed Student teachers with respect to gender, stream and Locality. Descriptive survey method of the study was followed.

Sample of the study:

The study was conducted on a sample of 100 B. Ed Student teachers of Shimoga city. The selection of sample was done on the basis of stratified random sampling method.

Tools used for collection of the Data:

Pedagogical Knowledge Scale constructed by The Warwick- Edinburgh Mental Wellbeing Scale (WEMWBS) was used. The Scale contains 15 positive statements represent the Mental Wellbeing.

Procedure for data Collection:

The investigator personally administered the Mental Wellbeing Scale to the B. Ed Student teachers. They were informed about the objectives of this study. They were instructed to fill in the tool and necessary clarifications were given. Sufficient time was given to the student teachers to respond the tool. The obtained data with respect to different back ground variables were tabulated and subjected to statistical analysis employing statistical techniques.

Statistical techniques used for data collection:

The obtained data was analyzed using Percentage Analysis and 't' test.

Analysis of the data and interpretation of the data:

The analysis of data interpretation and discussion of the results are presented below:

Objective 1: To assess the level of Mental Wellbeing among B. Ed Student teachers.

In pursuance of the objective 1 of the study the analysis is presented in table No 1.

Table No. 1: Table showing the percentage of the B. Ed Student teachers with respect to their different levels of Mental Wellbeing.

B. Ed Student Teachers	Level of Mental Wellbeing (in %)			Total
	High	Moderate	low	
Frequency	45	40	15	100
Percentage	45	40	15	100

The table No.1 reveal that majority of the B. Ed Student teachers that is 45% of them possess High level of Mental Wellbeing. It is also seen that only 40% possess moderate level of Mental Wellbeing and 15% of B. Ed Student teachers possess low level of Mental Wellbeing.

Ho. 1: There is no significant difference between male and female B. Ed student teachers with respect to their Mental Wellbeing.

Table No. 2: Summary table of 't' test of male and female B. Ed Student teachers with respect to their Mental Wellbeing.

Gender	N	Mean	Standard Deviation	t- value	df	Significant level
Male	10	170.37	32.13	0.165	98	N S at 0.05 level
female	90	171.28	32.44			

The table 2 shows that obtained 't' value 0.165 is less than the tabled 't' value of 1.98 at 0.05 level of significance for degrees of freedom 98. Therefore null hypothesis is accepted and it is concluded that there is no significant difference between male and female B. Ed Student teachers with respect to their Mental Wellbeing.

Ho. 2: There is no significant difference between Arts and Science Stream B. Ed Student teachers with respect to their Mental Wellbeing.

Table No. 3: Summary table of 't' test of Mental Wellbeing of B. Ed Student teachers of different Streams.

Streams	N	Mean	Standard Deviation	t- value	df	Significant level
Arts	46	179.36	28.20	0.88	98	N S
Science	54	180.57	31.85			

The table 3 shows that the obtained 't' value of 0.88 is less than the table value of 1.98 at 0.05 level of significance for degree of freedom 98. Hence the null hypothesis is accepted and it is inferred that there is no significant deference between Arts and Science Stream B. Ed Student teachers with respect to their Mental Wellbeing.

Ho. 3: There is no significant difference between Urban and Rural areas B. Ed Student teachers with respect to their Mental Wellbeing.

Table No. 4: Summary table of 't' test of Mental Wellbeing of B. Ed Student teachers of different Locality.

Locality	N	Mean	Standard Deviation	t- value	df	Significant level
Urban	42	186.21	30.12	0.93	98	N S
Rural	58	188.43	31.65			

The table 4 shows that the obtained 't' value of 0.93 is less than the table value of 1.98 at 0.05 level of significance for degree of freedom 98. Hence the null hypothesis is accepted and it is inferred that there is no significant deference between Urban and rural areas B. Ed Student teachers with respect to their Mental Wellbeing.

Findings of the Study:

1. It was found that majority of B. Ed student teachers that is 45% of them possess high level of Mental Wellbeing. It is also seen that only 40% possess moderate level of Mental Wellbeing and 15% of B. Ed Student teachers possess low level of Mental Wellbeing.
2. No Significant difference was found between male and female B. Ed Student teachers with respect to their Mental Wellbeing.
3. No Significant difference was found between Arts and Science Stream B. Ed Student teachers with respect to their Mental Wellbeing.
4. No significant difference was found between Urban and Rural areas B. Ed Student teachers with respect to their Mental Wellbeing.

Educational Implications of the Study:

1. The study results indicate that student teachers have an average level of mental well-being. Student teachers must prioritize their mental health and adapt their teaching methods to align with the evolving digital landscape. In teacher training programs, there is a growing emphasis on providing training that enhances the quality of teacher preparation by integrating mental well-being practices. These practices promote the development of emotionally resilient, self-aware, and reflective teachers. Reduces burnout among early-career teachers and enhances their commitment to the profession. Promotes the establishment of mentally healthy learning environments in schools by providing educators with the necessary support and resources.
2. Educational policy makers and curriculum developers should incorporate mental health modules and life skills into b.Ed./teacher education courses to align with national and global objectives concerning mental health, well-being, and quality education. Steps need to be taken to enhance the mental wellbeing of student teachers by prioritizing self-care, fostering connections with others, engaging in physical activity, practicing mindfulness, and seeking professional assistance.

3. DSERT, NCERT, CTE, university department, Collegiate education department should organize workshops, seminars, symposia's to orient to Support Mental Well-Being in student teachers towards access to counseling and peer support, Workload management and time for reflection, Mindfulness or stress-reduction programs, Training on emotional resilience and coping skills, Supportive mentorship and supervision to attaining communication, competency, socio-emotional skills such as clarity, structure, warmth and enthusiasm and classroom management to helps student teachers to enhance their Mental Wellbeing.

Conclusion

Due to the constant demands of lesson planning and preparation, teachers often neglect their own mental well-being. They tend to overlook their stress and anxiety levels in favor of their unconditional love for teaching children. However, a teacher is an invaluable resource in our education system and so is a teacher's mental well-being. The satisfaction derived from teaching can occasionally be accompanied by the constant presence of pressure and performance management, which consistently occupy a teacher's thoughts. Balancing lesson planning, grading assignments, and attending meetings can often leave little time for self-care. Failing to prioritize their own mental well-being can have negative consequences not only for themselves but also for their students. It is crucial to recognize and address the mental health struggles faced by our educators. Addressing these challenges in a manner that is both ethical and beneficial to the quality of education is not only a moral duty but also a wise investment in the future of our students. When educators are mentally healthy, they radiate positivity that significantly influences the learning atmosphere and educational outcomes of their institution. The mental health and wellbeing of individuals is not a separate issue, it is a crucial foundation that upholds the entire education system.

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