



## WELL-BEING AND PERSONALITY TRAITS OF PROSPECTIVE SECONDARY TEACHERS IN TIRUNELVELI DISTRICT

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### INTRODUCTION :

Physical and geographical environments create distinctive well-being and personality characteristics in human beings. According to the Oxford Dictionary, well-being is related to health, happiness and prosperity. Well-being is most commonly used in philosophy to describe what is non-instrumentally or ultimately good for the person. Person well-being is what is “good for” him. Thus, health may be said to be a constituent of well-being. Happiness is often used in ordinary life to refer to a short-lived state of a person, frequently a feeling of contentment; but when discussing the notion of what makes life good for the individual living that life, it is preferable to use the term well-being instead of happiness. Well being is a positive construct and is not only an absence of illness. Hourad suggested that there are intricate relationships among biological, social, emotional and spiritual ingredients which form footing for well-being (Hourad, 1974: 288). Thus, well-being is somewhat a malleable concept, which is to do with people’s feelings about their everyday life activities; such feelings may range from negative mental status to a more positive outlook into a state that has been identified as positive mental state.

### NEED AND SIGNIFICANCE OF THE STUDY

Well-being in psychology is a new area of research; the progress of any nation depends largely on well-being of its citizens. All the intellectual, creative, educational and socio-cultural advancements are possible if the individuals of the nation possess physical, social, emotional, spiritual and intellectual well-being. Similarly, the teacher's efficiency and effectiveness largely depend upon their all-round well-being and personality. The present study is likely to make a reasonable contribution as it aims at breaking new horizons in the field of well-being and personality traits of prospective teachers. The result will be helpful for prospective teachers to know about themselves. For maintaining good discipline and ensuring co-operation in teaching activities, knowledge of personality and factors which affect them is essential. The result will be helpful of the administrators to provide adequate chances to improve the well-being and personality of the prospective teachers.

### OBJECTIVES OF THE STUDY

- To study the level of well-being and personality traits of prospective secondary teachers.
- To find out the significant correlation, if any, between well-being and personality traits of prospective secondary teachers.

## HYPOTHESIS

1. There is no significant correlation between well-being and personality traits of prospective secondary teachers.

## METHODOLOGY

Considering the nature of the problem, the kind of data required for its solution and the objectives of the study, it was decided to adopt "survey" as a method of collecting data. Survey research is a method for collecting and analyzing data, obtained from a large number of respondents representing a specific population collected through highly structured and detailed questionnaire. Survey method is useful to gather data from relatively large number of cases at a particular time. It is concerned with generalized statistics that result when data abstracted from many individuals. It is essentially cross-sectional. "The survey method gathers data from a relatively larger number of cases at a particular time" (Best, 2006:147).

## SAMPLE FOR THE STUDY

In this study, 400 prospective teachers studying in eight colleges of education in 8 different unions, which includes Aided and Self-finance colleges, were selected following the stratified random sampling technique.

## TOOLS

- **Personality Inventory**

The multidimensional personality inventory constructed and standardized by Kaliappan and Karthikeyan (1993) had been used in this present study. The inventory is an attempt to fill the gap because it measures ten factors of personality. These factors are social concern, emotional adjustment, assertiveness, value system and culture, leadership skills, communication skills, self-awareness, self-confidence, interpersonal relationship and stress coping ability. The investigator used five-point scale. The inventory has 85 items, in which 52 are positive statements and 33 are negative statements. Each item has five alternative responses - 'strongly disagree', 'disagree' 'uncertain' 'agree" and 'strongly disagree'. The reliability coefficient of this tool is 0.68.

- **Well-being Assessment Tool**

These developed and validated by V. Rathika (Investigator), was used to measure the well-being of prospective secondary teachers of Colleges of Education. Well-being, a five-point scale, includes physical health, social health, emotional health, spiritual health and intellectual health.

### *i) Content validity*

The content selected was divided equally and adequate weightage was given to all areas. The weightage to the content and the objectives of the scale can be seen in by going through the preliminary draft of the scales.

Items were uniformly framed and on the basis of the recommendation of the two experienced teacher educators, modifications were made in the items. Thus, the face validity of the tool has been established.

### *ii) Item validity*

For validating the items in the preliminary draft of the Well-being Assessment Tool, the prospective secondary teachers of three colleges of education were selected.

## DATA ANALYSIS

Table 1: Level of Well-being of Prospective Secondary Teachers

Variable	N	Low		Average		High	
		N	%	N	%	N	%
Physical Health	400	67	16.8	290	72.5	43	10.8
Social Health	400	85	21.3	277	69.3	38	9.5
Emotional Health	400	57	14.3	277	69.3	66	16.5
Spiritual Health	400	71	17.8	234	58.5	95	23.8
Intellectual Health	400	92	23.0	205	51.3	103	25.8
Total	400	67	16.8	244	61.0	89	22.3

From Table-1, more than two-third of prospective secondary teachers had average level of physical health, social health, emotional health and overall well-being, whereas more than half of the prospective secondary teachers had average level of spiritual health and intellectual health.

Table 2: Level of Personality Traits of Prospective Secondary Teachers

Variable	N	Low		Average		High	
		N	%	N	%	N	%
Social Concern	400	83	20.8	75	18.8	242	60.5
Emotional Adjustment	400	73	18.3	215	53.8*	112	28.0
Assertiveness	400	71	17.75	189	47.25*	140	35.0
Value & Culture	400	53	13.3	283	70.8*	64	16.0
Leadership Skills	400	88	22.0	229	57.3*	83	20.8
Communication Skills	400	89	22.3	252	63.0*	59	14.8
Self-Awareness	400	47	11.8	279	69.8*	74	18.5
Self-Confident	400	66	16.5	258	64.5*	76	19.0
Interpersonal Relationship	400	81	20.3	224	56.0*	95	23.8
Stress Coping Ability	400	53	13.3	282	70.5*	65	16.3

From Table-2, more than three-fifths of prospective secondary teachers had high level of social concern. About two-third of prospective teachers had average level of value & culture, leadership skills, communication skills, self-awareness, self-confident and stress coping ability, whereas about half of the prospective secondary teachers had average level of emotional adjustment, assertiveness and interpersonal relationship.

Table 3: Relationship between Well-being and Personality Traits of Prospective Secondary Teachers

Variable	N	Mean	'r' value	P value
Well-being	400	44.17	0.21	0.00**
Social Concern	400	50.02		
Well-being	400	44.17	0.04	0.38
Emotional Adjustment	400	50.06		
Well-being	400	44.17	0.19	0.00**
Assertiveness	400	50.02		
Wellbeing	400	44.17	0.09	0.07
Value & Culture	400	50.20		

Well-being	400	44.17	0.14	0.00**
Leadership	400	50.06		
Well-being	400	44.17	0.13	0.01**
Communication	400	50.00		
Well-being	400	44.17	0.14	0.00**
Self Awareness	400	49.85		
Well-being	400	44.17	0.13	0.01**
Self Confidence	400	50.01		
Wellbeing	400	44.17	0.24	0.00**
Interpersonal	400	50.00		
Well-being	400	44.17	0.13	0.01**
Stress Coping	400	50.00		
Well-being	400	44.17	0.25	0.00**
Personality	400	50.00		

From Table-3, the P-value for emotional adjustment and value & culture is higher than that of 0.05 hence the null hypothesis is accepted. Thus, there is no significant relationship between those traits and well-being. Whereas p-value for all other personality traits and overall personality is less than 0.05, which indicates that there is significant relationship between that variables and well-being of prospective teachers.

### FINDINGS

The percentage analysis revealed that more than two-thirds of the prospective secondary teachers had average level of physical health, social health, emotional health and overall well-being, whereas more than half of the prospective secondary teachers had average level of spiritual health and intellectual health.

In personality trait of the prospective secondary teachers, there was significant difference with regard to locality of residence. But there is no significant difference in personality traits of prospective secondary teachers with regard to their age, gender, subject, educational qualification, marital status, nature of institution, nature of management, type of family and parent's education.

In well-being of prospective secondary teachers, there was significant difference with regard to the variables- gender, subject, educational qualification, marital status, locality of residence, nature of institution, nature of management, type of family and parent's education. But there is no significant difference in personality traits of prospective secondary teachers with regard to their age.

Well-being of the prospective secondary teachers had significant correlation with personality traits.

### IMPLICATIONS OF THE STUDY

The findings of the study helped the investigator to derive some valuable implications, which are presented below.

Being a prospective secondary teacher is a difficult balancing act. It is easy to get weighed down with the pressure of academics, social life and working. On top of all this, one many have family, relationship, or other personal problems. All this might make one feel overwhelmed enough to lose ones' balance. This study is designed to help prospective secondary teachers to learn a way to deal effectively with the problems and develop their personality traits.

The government authorities and educational planners should consider including yoga, swimming, etc. in the curriculum even at the primary level to develop good physical health and mental health among children. The educational planners should consider the case of including lessons which develop well-being and personality traits among prospective secondary teachers in their syllabus. The B.Ed college authorities

must arrange seminars, workshops and awareness programmes on health education, mental health and good personality development. The parents must provide a healthy home environment for children who may be a decisive factor for their well-being excellence. The counsellors should provide the necessary tips and advice to the needy prospective secondary teachers at the right time. The managerial board members should arrange communal activities to the prospective secondary teachers and thereby increasing the level of social concern among prospective secondary teachers. More attention should be given to the institutional climate, which brings the congenial atmosphere for character development of prospective secondary teachers.

The study supports the fact that well-being and personality traits are positively related. So teachers should become conscious in developing the well-being of the prospective secondary students for developing the personality traits of their wards covertly.

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