

# Psychological Well-Being among Teacher-Trainees of Special Education College in Relation to their Gender

Mr. Maheshkumar D. Makwana

(Ph.D. Scholar), Department of Education, Gujarat University, Ahmedabad, Gujarat- (India)

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**Abstract**—The present investigation in to find out the Psychological Well-Being among Teacher-Trainees of Special Education College in Relation to their Gender Male and Female. The sample consisted of 120 Special Education College Teacher-Trainees out of which 60 where Male and 60 where Female. For this purpose of investigation “Psychological Well-being” by Dr. Devendra Singh Sisodia and Ms. Pooja Chaudhary was used. The obtained data were analyzed through’s’ test to know the mean difference between Teacher-Trainees of Special Education College in Relation to their Gender. The result shows that there is no significant difference between Psychological Well-being among Teacher-Trainees Male and Female but there is a significant difference between Psychological Well-being among joint family and nuclear family at 0.01 level. It means Joint Family Teacher-Trainees are high Psychological Well-Being than Nuclear Family Teacher-Trainees.

**Index Terms**—Psychological Well-being, Male, Female, Joint Family, Nuclear

## I. INTRODUCTION

Psychological well-being is a vital component of mental health that influences an individual’s ability to function effectively, maintain positive relationships, and cope with academic and professional demands. In the field of teacher education, particularly special education, psychological well-being plays a crucial role in shaping future teachers’ attitudes, competence, and effectiveness. Teacher-trainees of special education colleges are required to handle diverse learners with special needs, which often involves emotional sensitivity, patience, adaptability, and resilience. Therefore, maintaining a high level of psychological well-being is essential for their professional preparation and personal growth. Gender is an important variable that may influence psychological well-being due to differences in socialization patterns, emotional expression, coping

strategies, and role expectations. Male and female teacher-trainees may experience academic stress, emotional demands, and professional challenges differently, which can affect their psychological well-being. Understanding gender differences in psychological well-being among teacher-trainees of special education can help institutions design appropriate support systems, counseling services, and training programs to enhance their mental health and professional readiness.

The present study focuses on understanding the psychological well-being of teacher-trainees in special education colleges with reference to gender.

Psychological well-being relates to functioning well within one’s self and in relationships with others (Burns, 2017). Effective psychological functioning includes personal growth, having a sense of control or mastery, a sense of purpose, and meaningful social relationships (Huppert, 2009). However, psychological well-being is not the absence of ill-being, as the experience of painful emotions is a normal part of life (Huppert, 2009). Well-being is dependent on the balance between individuals’ psychological, cognitive, social, and physical resource pool and the challenges they face (Dodge, Daly, Huyton, & Sanders, 2012). Dementia influences well-being via its impact on such resources.

To define psychological well-being in a clear and straightforward manner is one of the major issues facing this field of study. Ryff (1989) identified six characteristics of psychological well-being: self-acceptance, autonomy, environmental mastery, personal progress, and pleasant connections. These characteristics are a person’s sense of self-determination, control over their surroundings, capacity for personal development, ability to form satisfying relationships, and sense of purpose in life

Bharathi H. et al. (2015) conducted a study examining the psychological well-being of men with type 2 diabetes, making a comparison between those with and without foot complications. The research includes a survey completed by 60 male participants aged between 40 and 60 years. The 1994 Bradley and Gamsu Well-Being Questionnaire was used in the study to collect demographic and medical data. The results showed a substantial difference in waist-to-hip ratio, age, and postprandial sugar levels between the two groups. Interestingly, diabetes and energy levels showed a negative association with foot issues in males, whereas depression and age were linked to foot difficulties in women. Age was significantly correlated with positive well-being in the group without foot problems, while HbA1C levels had a substantial positive linkage with positive well-being. Anxiety levels and postprandial blood sugar levels were positively connected, whereas age and energy levels were negatively correlated.

In their study on psychological well-being, gender, and optimistic attitudes among college students, Honmore and Jadhav (2015) aimed to explore these aspects concerning the psychological well-being of college students. The study encompassed 200 first-year students from various colleges in Islampur and Sangli, located in Maharashtra, with an equal distribution of 100 male and 100 female participants. Participants completed the Optimistic-Pessimistic Attitude Scale (Parashar, 1998) and the Psychological Well-Being Scale (PWB), which includes five subscales. The results of the ANOVA revealed a significant gender difference overall, albeit with a small effect size (Cohen's  $d = 0.38$ ). These findings indicated that male students exhibited a higher level of psychological well-being in the mental health dimension compared to their female counterparts. Notably, most participants in the study hailed from rural or semi-urban backgrounds characterized by entrenched traditional norms and constraints on women within a predominantly male-dominated culture. Sana Akhter (2015) conducted a study titled "Gender Differences in Psychological Well-being." The study utilized a random sampling method to select a sample of 100 participants, including an equal number of male and female 10th-grade students from Jamshedpur city. In this study, participants' levels of psychological well-being were measured

using the Psychological Well-being Scale, which was developed in 1980 by Carol Ryff. The validity of the hypotheses was examined using a "t" test. The findings revealed a sizable gender gap in students' reports of their emotional health.

Seligman and Csikszentmihalyi (2000), who defined it as the result of two dimensions: positive emotion and engagement in meaningful activities. According to this model, individuals who experience frequent positive emotions and are actively engaged in activities that are meaningful to them are likely to have higher levels of psychological well-being. Other researchers have expanded on this model by including additional dimensions of psychological well-being, such as positive relationships (Diener et al., 2010), personal growth

(Linley & Joseph, 2004), and a sense of purpose (Ryff, 1989). These dimensions are considered to be critical to the development and maintenance of psychological well-being and are often taken into account in studies on this topic

## II. OBJECTIVE OF THE STUDY

1. To study difference between Psychological Well-Being among Teacher-Trainees of Special Education College in Relation to their Gender Male and Female
2. To study difference between Psychological Well-Being among Teacher-Trainees of Special Education College Type of Family Joint and Nuclear Family.

## III. HYPOTHESIS

Ho<sub>1</sub>: There is no significant difference between Psychological Well-Being among Teacher-Trainees of Special Education College in Male and Female

Ho<sub>2</sub>: There is no significant difference between Psychological Well-Being among Teacher-Trainees of Special Education College in Joint Family and Nuclear Family.

## IV. METHOD

**Sample:**

The present study carried out on the initial sample for the present study consisted of 120 Teacher-Trainees studying in Special Education College of Palanpur City. Elements of the study are out of which 60 were Male and 60 were Female College students.

**Tools:**

In the present investigation measure the “Psychological Well-Being Scale” by Dr. Devendra Singh Sisodia and Ms. Pooja Chaudhary was used. The Reliability of the test was 0.87 and the consistency value for the scale is 0.90. both coefficient of correlation are significant at 0.1 level of significance. The test validity was 0.94.

**Procedure:**

The Male and Female who were studying in different Courses Field of Special Education in Palanpur City. Were randomly selected & Psychological Well-being Scale Was data collected. The obtain data form 120 Male and Female were analyzed with the help of mean, SD and ‘t’ test.

**V. RESULTS & DISCUSSION**

The main objective of present study was to do study of Psychological Well-being among Teacher-Trainees of Special Education College In it statistical method was used. Results discussions of present study are as under

Table no: 1

Showing the Mean, SD, and ‘t’ value of psychological well-being among Teacher-Trainees of Special Education College in male and female

No	Variables	N	Mean	SD	t – Value	Sign. Level
1	Male	30	182.3	19.435	0.598	N.S
2	Female	30	179.566	15.070		

NS = Non – significance at 0.05 level

The above result table No.1 we can see that ‘t’ test was used to know the representing type of psychological well-Being (30 Male and 30 Female Teacher-Trainees of Special Education college). In Gender we had taken 30 Teacher-Trainees as samples and mean of this sample Arts Male 182.3 and SD was 19.435 in Female same ratio of sample was taken means was 179.566 and SD was 15.070 and ‘t’ value was 0.598, it was no significance at 0.05 level. Thus, the null hypothesis, I which states “There is no significant difference between Psychological Well-Being among Teacher-Trainees of Special Education College in Male and Female” Thus, it is concluded no significant difference in Teacher-Trainees of Male and Female.

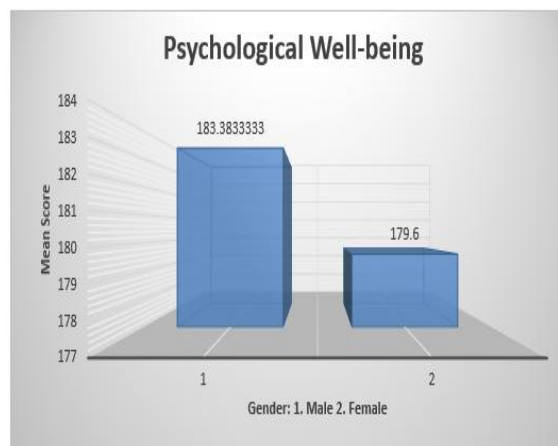


Table no: 2

Showing the Mean, SD, and ‘t’ value of psychological well -being among Type of Family Joint and Nuclear Family

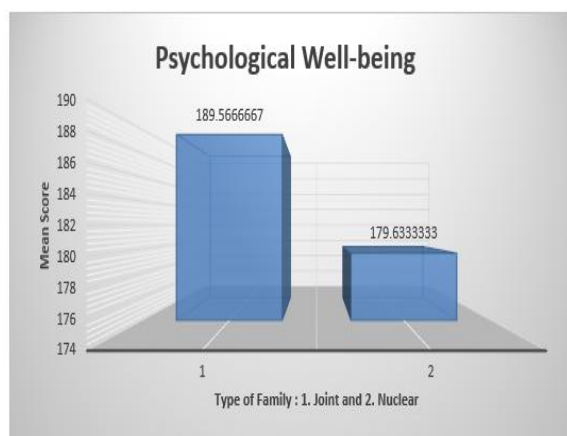
No	Variables	N	Mean	SD	t – Value	Sign. Level
1	Joint Family	30	189.566	18.950	2.207	0.01
2	Nuclear Family	30	179.633	15.100		

Significance at 0.01 level

1 we can see that ‘t’ test was used to know the representing type of psychological well-Being Joint

Family Teacher-Trainees and Nuclear Teacher-Trainees of Special Education college. In Type of

Family we had taken 30 Teacher-Trainees as samples and mean of this sample Joint Family 189.566 and SD was 18.950 in Nuclear family same ratio of sample was taken means was 179.633 and SD was 15.100 and 't' value was 2.207, it was significance at 0.01 level. Thus, the null hypothesis, I which states "There is no significant difference between Psychological Well-Being among Teacher- Trainees of Special Education College in joint family and Nuclear family" Thus, it is concluded significant difference between Psychological Well-being among joint family and Nuclear family at 0.01 level. It means Joint Family Teacher-Trainees are high Psychological Well-Being than Nuclear Family Teacher-Trainees.



## VI. CONCLUSION

1. There is no significant difference between Psychological Well-being among Male and Female Teacher-Trainees of Special Education college.
2. There is significant difference between Psychological Well-being among joint family and Nuclear family. It means Joint Family Teacher-Trainees are high Psychological Well-Being than Nuclear Family Teacher-Trainees.

In joint families, individuals often have more extended family members (like grandparents, uncles, aunts, cousins), which leads to a wider support network. This expanded support system can provide emotional, social, and financial help, which is essential for psychological well-being.

Many cultures place a strong emphasis on the joint family system as it ensures everyone looks after each

other, fostering a sense of security and belonging. This can promote higher psychological well-being by reducing stress and providing a sense of continuity and tradition.

While the exact psychological well-being of teacher-trainees in joint and nuclear families can vary depending on individual circumstances, it is reasonable to conclude that joint family teacher-trainees generally have higher psychological well-being due to the wider support system, emotional connections, shared responsibilities, and cultural reinforcement that joint families often provide.

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