

Socioeconomic and Academic Dynamics that are Shaping Bachelor of Education Students' Well-being

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Abstract

This study examines the dynamic interplay of socioeconomic and academic factors shaping the well-being of Bachelor of Education (B.Ed.) students. Utilising a descriptive research methodology through a survey design, data were collected from 250 second-semester B.Ed. students across six teacher education colleges in Jammu Division using simple random sampling. The study's objectives were to examine the levels of well-being across various dimensions, investigate the relationship between socioeconomic status and well-being, analyse differences in well-being among students from different family structures, and assess the impact of the academic stream on well-being. Well-being was assessed through the Well-Being Scale (Kaur, 2014) which explores multiple dimensions. Statistical tools such as t-tests were employed to analyse the data. Findings reveal that economic status significantly influences spiritual well-being with higher-income students exhibiting better outcomes. Family structure also impacts spiritual well-being where students from joint families scored higher. Furthermore, the academic stream significantly affects emotional and overall well-being with Science students demonstrating superior levels to Arts students. These results highlight the multifaceted influences on student well-being and underscore the necessity for educational policies and support systems responsive to these diverse factors. The study contributes to our understanding of the intricate dynamics shaping future educators' well-being, offering implications for enhancing teacher training programmes and fostering holistic development in educational settings.

Keywords: Well-being, B.Ed. students, socioeconomic dynamics, academic stream, family structure, teacher education

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Introduction

Well-being is a multifaceted concept best understood as a profile of indicators across various domains rather than a single factor. This perspective is supported by extensive research and theoretical frameworks (Huppert, 2014; Seligman, 2011). Recent studies have further emphasised the complexity of well-being, highlighting its dynamic nature and the interplay between different dimensions (Martela & Sheldon, 2019).

From a theoretical standpoint, well-being encompasses two critical dimensions: hedonic well-being, which involves feeling good and experiencing happiness, and eudaemonic well-being, which centres on functioning effectively and finding purpose (Huppert, 2014). This dichotomy has been further explored in recent literature, with researchers proposing integrated models that combine both perspectives (Disabato et al., 2020).

Various models, such as Seligman's PERMA model and Ryff's six-factor model, offer different well-being domains, highlighting their complexity. The PERMA model, for instance, proposes five core elements of psychological well-being and happiness: Positive emotions, Engagement, Relationships, Meaning, and Accomplishment (Seligman, 2011). Recent research has validated this model across diverse cultural contexts, underscoring its robustness (Butler & Kern, 2016; Goodman et al., 2018).

The conceptualisation of well-being in educational contexts has evolved significantly in recent years. Building upon these established models, researchers have developed more nuanced

frameworks specifically tailored to educational settings. For instance, the PERMA-H model (Positive emotions, Engagement, Relationships, Meaning, Accomplishment, and Health) proposed by Kern et al. (2014) offers a comprehensive approach to understanding and fostering student well-being in educational contexts.

A multidimensional approach to well-being provides the advantage of recognising that individual domains may have varying impacts on different outcomes. For instance, optimism reliably predicts a lower risk of cardiovascular disease and mortality but the relationship between other aspects of well-being and cardiovascular health is less clear (Boehm & Kubzansky, 2012). Recent studies have further explored these relationships revealing complex interactions between different aspects of well-being and various health outcomes (Steptoe, 2019).

Well-being extends beyond individual concerns to group-level well-being encompassing physical, mental, social, emotional and spiritual dimensions. It involves feeling good and functioning well, nurturing positive relationships and fostering personal growth (Keyes & Annas, 2009). This holistic view has gained traction in recent years, with researchers emphasising the importance of considering well-being at multiple levels, from individual to societal (Prilleltensky, 2020; VanderWeele, 2017).

The concept of well-being has garnered significant attention in educational settings. Recent studies have highlighted the crucial role of student well-being in academic performance, personal development, and future success (Bücker et al., 2018; Waters et al., 2019). The well-being of students in teacher training programmes, such as Bachelor of Education (B.Ed.), is

vital as it not only affects their personal and academic lives but also influences their future roles as educators (Collie et al., 2020; Zee & Koomen, 2016).

The importance of well-being in teacher education extends beyond individual benefits. Bardach et al. (2022) showed that teachers with higher levels of well-being were more likely to create positive classroom environments, which in turn enhanced student engagement and academic performance. This highlights the potential ripple effect of focusing on well-being in teacher education programmes.

Moreover, the COVID-19 pandemic has brought renewed attention to the well-being of educators and students alike. Kim et al. (2022) found that teacher well-being was a significant predictor of their ability to adapt to remote teaching and support student learning during the pandemic. This underscores the need for a robust understanding of the factors influencing well-being among future educators, particularly in the face of unprecedented challenges.

Research has shown that various factors, including economic status, family background, and academic stream, can significantly impact student well-being (Brännlund et al., 2017; Crede et al., 2015). Recent studies have further explored these relationships in the context of teacher education revealing complex interactions between these factors and different aspects of well-being (Collie et al., 2020; Kim et al., 2019).

This study aims to examine the well-being of B.Ed. students, considering their economic status, family background, and academic stream. By investigating these factors, we seek to provide insights that can inform educational policies and support systems, ultimately

contributing to the enhancement of teacher training programmes and the well-being of future educators. This research builds upon recent studies in the field (e.g., Collie et al., 2020; Kim et al., 2019) and aims to contribute to the growing body of knowledge on student well-being in teacher education programmes.

Review of Related Literature

The existing literature on student well-being, particularly in the context of teacher education, offers valuable insights into various factors affecting students' overall welfare. This review synthesises recent findings, highlighting key themes relevant to our study.

Meshko et al. (2021) conducted a comprehensive examination of emotional well-being among students in modern schools. Their study underscored the pivotal role of emotions in the learning process and the significant impact of emotional well-being on students' health and academic success. The researchers found that students in modern schools generally exhibited low levels of emotional well-being. They identified several contributing factors to emotional discomfort, including academic stress, classroom environment, and peer interactions. Notably, the study emphasised the importance of enhancing emotional well-being to improve learning outcomes and maintain the students' overall health. The authors proposed practical strategies for improving emotional well-being in schools, such as fostering positive teacher-student relationships and creating a supportive classroom atmosphere.

Recent research has further emphasized the importance of emotional well-being in educational settings, particularly for pre-service teachers. Hascher and Waber (2021) conducted a longitudinal study of pre-service teachers, finding that emotional well-being was a significant predictor of teaching enthusiasm and job satisfaction. Their study highlights the need for teacher education programmes to actively support the emotional well-being of trainee teachers. The authors suggest that interventions focusing on emotional regulation and stress management could be particularly beneficial in preparing future educators for the emotional demands of their profession.

Kaur and Singh (2022) explored the relationship between psychological well-being, social competence, and programme commitment among university students. Their study, which involved 261 undergraduate students from the Science Faculty of Panjab University, Chandigarh, employed a descriptive survey approach. Using statistical analyses, including correlation and regression, they investigated the interplay between well-being, programme commitment, and social competence. Their findings revealed significant associations between psychological well-being, programme commitment, and social competence. Interestingly, the study found no notable gender differences in these factors.

Building on this, Benevene et al. (2019) explored the relationship between psychological capital, work engagement, and well-being among teachers. Their findings suggest that psychological capital (consisting of hope, efficacy, resilience, and optimism) positively influences both work engagement and well-being underscoring the importance of cultivating these psychological resources in teacher education. The study emphasizes the potential long-

term benefits of integrating psychological capital development into teacher training programmes, potentially leading to more resilient and satisfied educators.

Noer (2023) investigated the impact of spiritual well-being and mental health on students in Indonesia. This extensive study, involving 572 students, utilised structural equation modelling (SEM) to demonstrate the positive effects of spiritual well-being on students. The research found that spiritual well-being partially mediates the relationship between spirituality and mental health. Significant and positive effects of spiritual well-being were observed on students' attitudes, subjective norms, and behaviour, indicating a strong influence on their mental health. The study's findings suggest the potential benefits of incorporating religiosity principles into the curriculum to support students' mental health.

In a related vein, Kutsyuruba et al. (2023) examined the role of spirituality in promoting resilience and well-being among early career teachers. Their study revealed that spiritual well-being contributed significantly to teachers' ability to navigate challenges and maintain a sense of purpose in their profession, suggesting the value of holistic approaches to well-being in teacher preparation programmes. The authors argue that nurturing spiritual well-being could be a crucial factor in reducing teacher burnout and attrition, particularly in the challenging early years of the profession.

Cajurao et al. (2023) examined the relationship between social well-being and academic engagement among 155 students at Aleosan National High School. Using a self-formulated instrument to assess social well-being and academic engagement, along with statistical methods including mean, Pearson R and multiple linear regression, the study found a

significant correlation between social well-being and academic engagement. These findings highlight the crucial role of social well-being in students' academic success.

These studies collectively underscore the multifaceted nature of student well-being and its profound impact on various aspects of academic life. They emphasise the interconnectedness of emotional, psychological, spiritual, and social dimensions of well-being and their collective influence on academic engagement and success. Moreover, these studies provide actionable insights for improving student well-being such as fostering positive relationships within educational settings and creating supportive learning environments.

The literature also highlights the essential role of educators in identifying and supporting students' mental health needs. It points to available resources, such as the Interconnected Systems Framework (ISF) and MentalHealth.gov, which can aid in establishing comprehensive social-emotional and behavioural support systems in educational settings. These findings not only inform our current study but also underscore the importance of a holistic approach to student well-being in teacher education programmes.

Furthermore, recent research emphasises the need for a more integrated approach to well-being in teacher education. By addressing various dimensions of well-being – emotional, psychological, spiritual, and social – teacher preparation programmes can potentially produce more resilient, satisfied, and effective educators. This holistic approach aligns with the growing recognition of teaching as a profession that demands not just cognitive skills but also strong emotional and social competencies.

In conclusion, the literature review reveals a complex and multifaceted understanding of well-being in educational contexts, particularly for pre-service teachers. While significant strides have been made in understanding the various dimensions of well-being and their impacts on academic and professional outcomes, there remains a need for more focused research on B.Ed. students, especially in diverse cultural contexts. Our study aims to address this gap by examining the well-being of B.Ed. students in relation to their economic status, family background, and academic stream, thereby contributing to the growing body of knowledge in this crucial area of educational research.

Significance of the Study

Well-being plays a vital role in the progress of any nation, mainly depending on the well-being of its citizens. All intellectual, creative, educational, social, and cultural advancements are possible if individuals possess well-being. For B.Ed. students, well-being is particularly crucial as it significantly impacts their performance and serves as a prerequisite for achievements in life. Well-being enhances intrinsic motivation, decreases disciplinary problems, increases academic achievement, improves satisfaction with educational experiences and leads to the flourishing of individuals, communities, and nations. It affects an individual's behaviour across cognitive, affective, and psychomotor domains, which are essential for effective teaching and learning. The study of B.Ed. students' well-being is significant as these future educators will shape the next generation. Their well-being has a multiplier effect, influencing not only their personal and academic development but also their future teaching practices. While considerable research has been conducted on students' well-being, there is a paucity of studies specifically focusing on B.Ed. students in Jammu Division. This research aims to fill this

gap by examining the well-being of B.Ed. students in relation to their economic status, family background, and academic stream. The findings will inform decision-making in teacher training programmes, improving the quality of education at both B.Ed. and school levels. As Diener et al. (2013) note, well-being is crucial for life satisfaction and overall quality of life. This study's implications extend to various stakeholders, including teacher educators, administrators, policymakers, and parents, contributing to developing more holistic and practical approaches to teacher education and, consequently, to the overall enhancement of the education system.

Objectives

The study has the following objectives:

1. To examine the levels of well-being among B.Ed. students across five dimensions (physical, mental, social, emotional, and spiritual well-being) and overall well-being, as measured by the Well-Being Scale
2. To investigate the relationship between economic status, the five dimensions of well-being, and overall well-being among B.Ed. students
3. To analyse the differences in well-being across the five dimensions and overall well-being among B.Ed. students from different family types
4. To assess the impact of the academic stream on the five dimensions of well-being and overall well-being among B.Ed. students

Hypotheses

Three hypotheses were formulated in this study:

1. There are no statistically significant differences in the five dimensions of well-being (physical, mental, social, emotional, and spiritual) or overall well-being scores among B.Ed. students from different economic backgrounds, as measured by the Well-Being Scale.
2. There are no statistically significant differences in the five dimensions of well-being (physical, mental, social, emotional, and spiritual) or overall well-being scores among B.Ed. students from different family types (nuclear and joint), as measured by the Well-Being Scale.
3. There are no statistically significant differences in the five dimensions of well-being (physical, mental, social, emotional, and spiritual) or overall well-being scores among B.Ed. students from different academic streams (Arts and Science), as measured by the Well-Being Scale.

Methodology

Research Design

The present study employed a descriptive research approach through a survey design to examine the well-being of B.Ed. students in relation to their economic status, family background, and academic stream. This approach was chosen to provide a comprehensive understanding of the current state of well-being among B.Ed. students and to explore potential relationships between well-being and the selected variables. A descriptive design is particularly appropriate for this study as it allows for a detailed characterization of the

phenomenon of well-being within a specific population without manipulating variables, thus capturing the naturalistic state of well-being among B.Ed. students.

Population and Sample

The population for this study comprised all students pursuing a Bachelor of Education (B.Ed.) degree from various B.Ed. colleges in the Jammu Division in India. Specifically, the target population consisted of 2,706 B.Ed. students enrolled in the second semester during the 2021-2023 academic session. The Jammu Division hosts several recognised B.Ed. colleges, offering a diverse pool of students from various socio-economic backgrounds and academic streams, making it an ideal setting for this study.

A simple random sampling technique was employed to select a representative cross-section of 250 B.Ed. students from six distinct colleges of education in the Jammu Division. The sample composition included 120 students from lower-income and 130 from higher-income backgrounds, 121 from nuclear families and 129 from joint families and 134 students pursuing Arts and 116 in Science streams. This diversity in the sample allows for a comprehensive analysis of well-being across various economic statuses, family types, and academic streams within the B.Ed. student population, providing robust insights into the factors influencing educational outcomes.

Data Collection Tool

For the present study, the investigator employed the Well-Being Scale (WBS-RK) developed by Kaur (2014) to examine the well-being of B.Ed. students. This standardised instrument comprises 35 items divided across five dimensions: Physical, Mental, Social, Emotional, and

Spiritual well-being. Each item is rated on a five-point Likert scale ranging from Strongly Agree to Strongly Disagree. The scale demonstrates good internal consistency, with a Split-Half Reliability coefficient of 0.771 for B.Ed. students. The WBS-RK was selected for its comprehensive approach to measuring well-being, aligning well with the study's objectives of assessing well-being across various aspects of students' lives.

Limitations of the Study

While this study may provide valuable insights, it is essential to acknowledge its limitations. The cross-sectional nature of the research limits our ability to infer causal relationships between the variables studied. Additionally, the focus on B.Ed. students in the Jammu Division may limit the generalisability of findings to other geographical or cultural contexts. The self-report nature of the Well-Being Scale (WBS-RK) also introduces the possibility of response bias, although the scale's established reliability mitigates this concern to some extent.

Results and Discussion

Objective 1: To examine the levels of well-being among B.Ed. students across five dimensions (physical, mental, social, emotional and spiritual well-being) and overall well-being, as measured by the Well-Being Scale

To address this objective, the distribution of B.Ed. students across different levels of well-being were analysed. Table 1 presents the frequency and percentage of students falling into each category of well-being based on their z-scores on the Well-Being Scale.

Table 1

Distribution of B.Ed. students across levels of well-being

No.	Range of z-scores	Level of well-being	Frequency of students (N)	Percentage of students (%)
1	+2.01 and above	Extremely high	6	2.4
2	+1.26 to +2.00	High	26	10.4
3	+0.51 to +1.25	Above average	38	15.2
4	-0.50 to +0.50	Average	36	14.4
5	-0.51 to -1.25	Below average	119	47.6
6	-1.26 to -2.00	Low	22	8.8
7	-2.01 and below	Extremely low	3	1.2
Total			250	100

The results indicate a diverse distribution of well-being levels among B.Ed. students:

- A small proportion of students (2.4%) demonstrated extremely high levels of well-being.
- A notable percentage (25.6%) exhibited above-average to high levels of well-being.
- A moderate proportion (14.4%) showed average levels of well-being.
- The largest group (47.6%) fell into the below-average category.
- A small but significant group (10%) displayed low to extremely low levels of well-being.

These findings suggest that while a quarter of the students report good to excellent well-being, nearly half of the B.Ed. students in the sample experience below-average levels of well-being. This distribution highlights the need for targeted interventions to support students with

lower well-being scores and to understand the factors contributing to the varied levels of well-being among B.Ed. students.

Objective 2: To investigate the relationship between economic status and the five dimensions of well-being, and overall well-being among B.Ed. students

To address this objective, we examined the relationship between economic status and well-being dimensions using independent samples t-tests. This analysis allows us to infer the nature of the relationship based on the differences between the two economic groups. Table 2 presents the results of these analyses.

Table 2

Relationship between economic status and well-being dimensions

Dimensions	Economic status	N	Mean	SD	SE _M	df	T	Level of significance
Physical well-being	Low	120	25.68	3.63	0.33	248	1.11	NS
	High	130	25.19	3.37	0.29			
Mental well-being	Low	120	25.36	3.32	0.30	248	0.38	NS
	High	130	25.19	3.50	0.31			
Social well-being	Low	120	24.05	3.38	0.31	248	0.34	NS
	High	130	24.20	3.50	0.31			
Emotional well-being	Low	120	25.06	3.87	0.35	248	0.61	NS
	High	130	24.76	3.84	0.34			
Spiritual well-being	Low	120	24.95	2.76	0.25	248	2.12	0.05
	High	130	25.71	2.94	0.26			
Overall scores	Low	120	125.10	11.69	1.07	248	0.03	NS
	High	130	125.06	11.99	1.05			

NS-Not Significant: 0.05 Level of Significance

The analysis reveals the following key findings regarding the relationship between economic status and well-being:

- Physical, mental, social, and emotional well-being: No significant relationship was found between economic status and these dimensions ($t = 1.11, 0.38, 0.34, 0.61$ respectively, $p > 0.05$). This suggests that economic background does not significantly influence these aspects of well-being among B.Ed. students.
- Spiritual well-being: A significant relationship was observed between the economic status and spiritual well-being ($t = 2.12, p < 0.05$). Students from higher economic backgrounds ($M = 25.71, SD = 2.94$) reported higher levels of spiritual well-being compared to those from lower economic backgrounds ($M = 24.95, SD = 2.76$). This indicates a positive relationship between the economic status and spiritual well-being.
- Overall well-being: No significant relationship was found between the economic status and overall well-being scores ($t = 0.03, p > 0.05$), suggesting that economic background may not be a determining factor in the general well-being of B.Ed. students.

These results indicate that the relationship between the economic status and well-being among B.Ed. students are complex. While economic background appears to have a limited relationship with most dimensions of well-being, it shows a positive relationship with spiritual well-being. This finding warrants further investigation into the factors that might contribute to this specific relationship.

Based on these findings, Hypothesis 1 is partially rejected. Specifically, it is dismissed for the dimension of spiritual well-being, where a significant difference was found between students

from different economic backgrounds. However, the hypothesis is retained for all other dimensions (physical, mental, social, and emotional well-being) and overall well-being scores where no significant differences were observed between students from different economic backgrounds. We can conclude that the economic status has a selective relationship with well-being dimensions, primarily influencing spiritual well-being while showing no significant relationship with other dimensions or overall well-being.

Objective 3: To analyse the differences in well-being across the five dimensions and overall well-being among B.Ed. students from different family types

To address this objective, independent samples t-tests were conducted to compare the well-being scores of students from nuclear and joint families across the five dimensions of well-being and overall scores. The results of these analyses are presented in Table 3.

The analysis reveals the following key findings:

- Physical well-being ($t = 1.04$, $p > 0.05$), mental well-being ($t = 0.70$, $p > 0.05$), social well-being ($t = 0.68$, $p > 0.05$), and emotional well-being ($t = 1.16$, $p > 0.05$) showed no significant differences between students from nuclear and joint families.
- Spiritual well-being was significantly different ($t = 2.13$, $p < 0.05$) between students from nuclear and joint families. Joint families ($M = 25.72$, $SD = 2.70$) demonstrated higher spiritual well-being levels than nuclear families ($M = 24.95$, $SD = 3.01$).
- Overall well-being scores ($t = 1.61$, $p > 0.05$) between the two-family types were not significantly different.

Table 3

Comparison of well-being scores based on family type

Dimensions	Type of family	N	Mean	SD	SE _M	df	t	Level of significance
Physical well-being	Nuclear	121	25.19	3.61	0.33	248	1.04	NS
	Joint	129	25.65	3.38	0.30		0.30	
Mental well-being	Nuclear	121	25.11	3.48	0.32	248	0.70	NS
	Joint	129	25.42	3.34	0.29		0.29	
Social well-being	Nuclear	121	23.97	3.37	0.31	248	0.68	NS
	Joint	129	24.27	3.51	0.31		0.31	
Emotional well-being	Nuclear	121	24.61	3.83	0.35	248	1.16	NS
	Joint	129	25.18	3.85	0.34		0.34	
Spiritual well-being	Nuclear	121	24.95	3.01	0.27	248	2.13	0.05
	Joint	129	25.72	2.70	0.24		0.24	
Total	Nuclear	121	123.84	12.02	1.09	248	1.61	NS
	Joint	129	126.24	11.56	1.02		1.02	

NS-Not Significant: 0.05 Level of Significance

These results suggest that family type has a limited impact on most dimensions of well-being among B.Ed. students. However, the significant difference in spiritual well-being is noteworthy and warrants further investigation. Students from joint families appear to have higher spiritual well-being, which could be attributed to factors such as shared family values, traditions, or collective religious practices often associated with joint family systems.

The lack of significant differences in overall well-being scores indicates that family type may not be a determining factor in the general well-being of B.Ed. students. However, the trend

towards higher mean scores in joint families across all dimensions, though not statistically significant except for spiritual well-being, might suggest a subtle positive influence of joint family systems on student well-being.

Based on these findings, Hypothesis 2 is partially rejected. Specifically, it is dismissed for the dimension of spiritual well-being, where a significant difference was found between students from nuclear and joint families. However, the hypothesis is retained for all other dimensions (physical, mental, social, and emotional well-being) and overall well-being scores where no significant differences were observed between students from nuclear and joint families.

Objective 4: To assess the impact of the academic stream on the five dimensions of well-being and overall well-being among B.Ed. students

To address this objective, independent samples t-tests were conducted to compare the well-being scores of students from the Arts and Science streams across the five dimensions of well-being and overall scores. The results of these analyses are presented in Table 4.

The analysis reveals the following key findings:

- Physical well-being ($t = 1.91$, $p > 0.05$), mental well-being ($t = 0.13$, $p > 0.05$), social well-being ($t = 1.25$, $p > 0.05$), and spiritual well-being ($t = 0.63$, $p > 0.05$) showed no significant differences between students from the Science and Arts streams.
- A significant difference was observed in emotional well-being ($t = 2.63$, $p < 0.01$) between students from the Science and Arts streams. Students from the Science stream ($M = 25.49$, $SD = 3.52$) demonstrated higher levels of emotional well-being compared to those from the Arts stream ($M = 24.22$, $SD = 4.11$).

- A significant difference was also found in overall well-being scores ($t = 1.98, p = 0.05$) between the two academic streams. Science stream students ($M = 126.45, SD = 12.02$) showed higher overall well-being compared to Arts stream students ($M = 123.50, SD = 11.44$).

Table 4

Comparison of well-being scores based on academic stream

Dimensions	Stream	N	Mean	SD	SE _M	df	t	Level of significance
Physical well-being	Science	134	25.82	3.51	0.30	248	1.91	NS
	Arts	116	24.97	3.44	0.32			
Mental well-being	Science	134	25.30	3.26	0.28	248	0.13	NS
	Arts	116	25.24	3.59	0.33			
Social well-being	Science	134	24.38	3.73	0.32	248	1.25	NS
	Arts	116	23.83	3.07	0.28			
Emotional well-being	Science	134	25.49	3.52	0.30	248	2.63	0.01
	Arts	116	24.22	4.11	0.38			
Spiritual well-being	Science	134	25.45	2.91	0.25	248	0.63	NS
	Arts	116	25.22	2.83	0.26			
Total	Science	134	126.45	12.02	1.04	248	1.98	0.05
	Arts	116	123.50	11.44	1.06			

NS-Not Significant: 0.05 Level of Significance

These results suggest that the academic stream significantly impacts emotional well-being and overall well-being among B.Ed. students, with Science stream students reporting higher

levels in both cases. The lack of significant differences in other dimensions indicates that the academic stream may not be a determining factor for physical, mental, social and spiritual well-being.

Based on these findings, Hypothesis 3 is partially rejected. Specifically:

- The hypothesis is rejected for emotional well-being, where a significant difference was found between students from the Science and Arts streams.
- The hypothesis for overall well-being scores was also rejected, which showed a significant difference between the two streams.
- The hypothesis is retained for physical, mental, social, and spiritual well-being dimensions, where no significant differences were observed between students from the Science and Arts streams.

These results highlight the complex relationship between academic stream and student well-being. The higher emotional and overall well-being scores among Science stream students warrant further investigation into the factors that might contribute to these differences, such as curriculum structure, learning environments, or career prospects associated with different academic streams.

Discussion of findings

The present study examined the well-being of B.Ed. students with their economic status, family background, and academic stream. The findings reveal a complex interplay of these factors with various dimensions of well-being, providing valuable insights into the

psychological landscape of future educators. These findings illuminate the multifaceted nature of influences on B.Ed. students' well-being, highlighting the need for nuanced approaches in educational policies and support systems. The observed differences across economic backgrounds, family types, and academic streams underscore the complexity of factors shaping the well-being of future educators.

Some of the key findings of the study are:

- Overall well-being levels: A significant proportion of B.Ed. students (70%) demonstrated average to high levels of well-being across all dimensions of the WBS. This aligns with Dubey's (2015) findings, suggesting a generally positive psychological environment in teacher education programmes. However, the presence of a substantial minority with below-average well-being levels indicates a need for targeted support mechanisms within these programmes.
- Economic status and well-being: The study revealed that B.Ed. students from higher economic backgrounds exhibited higher levels of spiritual well-being compared to their peers from lower economic backgrounds. This finding corroborates the results of Yunus et al. (2011) and Bhat (2021), highlighting the potential influence of economic factors on spiritual aspects of well-being. However, it contrasts with Wantur et al. (2020), underscoring the complex and potentially context-dependent nature of this relationship. The lack of significant differences in other well-being dimensions suggests that economic status may have a selective rather than pervasive impact on student well-being.
- Family background and well-being: B.Ed. students from joint families demonstrated higher levels of spiritual well-being than those from nuclear families. This finding

diverges from Ghaffari et al. (2013) who found no significant differences based on family structure. The higher spiritual well-being in joint families could be attributed to the collective religious practices and shared values often associated with such family systems. This insight suggests the potential role of family dynamics in shaping certain aspects of student well-being.

- Academic stream and well-being: Students from the Science stream exhibited notably higher levels of emotional well-being and overall well-being compared to their peers in the Arts stream. This finding extends the work of Kaya and Erdem (2021) by highlighting the role of the academic stream in emotional well-being. However, it contradicts studies by Khan and Kauser (2014), Xuan et al. (2019), and Mubarak and Pierewan (2020), which found negative or no differences in emotional well-being across academic streams. This discrepancy underscores the need for further research to understand the factors underlying these stream-based differences in well-being.

The findings of this study have significant implications for the design and implementation of B.Ed. programmes. The observed relationship between spiritual well-being and economic status suggests a need for teacher education institutions to consider socioeconomic factors when developing support systems for students. Programmes could be designed to foster spiritual well-being across all economic groups; perhaps, through mindfulness practices or discussions on finding meaning and purpose in the teaching profession.

Moreover, the higher levels of emotional and overall well-being observed in Science stream students highlight the importance of tailoring support services to different academic backgrounds. B.Ed. programmes might consider incorporating elements of scientific inquiry

and problem-solving across all specialisations to potentially enhance overall student well-being.

Recommendations

These findings have several recommendations for educational policy and practice:

- **Holistic well-being initiatives:** The prevalence of average to high well-being levels among most students supports implementing holistic well-being programmes in teacher education. However, targeted interventions are needed for students experiencing below-average well-being.
- **Economic support:** While economic status primarily influences spiritual well-being, institutions should consider providing comprehensive support structures for economically disadvantaged students to ensure equitable opportunities for overall well-being.
- **Family-aware approaches:** Recognizing the potential influence of family structure on spiritual well-being, educational programmes could incorporate family-aware approaches that acknowledge and leverage diverse family backgrounds.
- **Stream-specific support:** The emotional and overall well-being differences between Science and Arts students suggest a need for stream-specific support systems. Curricula and support services should be tailored to address students' unique challenges and requirements within various academic streams.

Conclusions

This research significantly contributes to our understanding of the complex dynamics shaping the well-being of future educators. By examining the interplay of economic status, family background, and academic stream with various dimensions of well-being, our study offers valuable insights that can inform the development of more effective and tailored approaches in teacher education programmes.

The findings highlight the multifaceted nature of well-being and the complex interplay of personal, familial, and academic factors in shaping the psychological health of future educators. As the teaching profession faces increasing challenges globally, including high stress levels and burnout rates, understanding and promoting well-being among future teachers becomes crucial. Our results suggest that a holistic approach to well-being, considering various dimensions, including spiritual and emotional aspects, may be key to developing resilient and effective educators.

Furthermore, the observed differences in well-being across economic backgrounds and academic streams underscore the need for personalised approaches in teacher education. As the field moves towards more inclusive and diverse classrooms, preparing teachers who are academically competent and emotionally and spiritually well-equipped teachers becomes paramount. These insights can inform the development of more nuanced and practical approaches to fostering well-being in teacher education, ultimately contributing to preparing psychologically healthy and resilient educators.

In conclusion, this study contributes to the growing body of knowledge on student well-being in teacher education programmes. The implications of our findings extend to various stakeholders, including teacher educators, administrators, policymakers, and parents. By addressing the diverse needs and backgrounds of B.Ed. students, we can work towards developing more holistic and practical approaches to teacher education, consequently enhancing the overall quality of the education system. As we strive to improve the well-being of future educators, we ultimately invest in the quality of education and the well-being of future generations of students.

To build upon this study, future research could explore several avenues:

- Longitudinal studies tracking well-being from the beginning of B.Ed. programmes through the early years of teaching could provide insights into developing and maintaining well-being over time.
- Comparative studies across different regions of India or internationally could help identify cultural or systemic factors influencing teacher trainee well-being.
- Intervention studies designed to enhance specific dimensions of well-being among B.Ed. students could offer practical strategies for improving teacher education programmes.
- Qualitative research exploring the lived experiences of B.Ed. students could provide deeper insights into the factors influencing their well-being, complementing the quantitative findings of this study.

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