

# Impact of Wellness on the Professional Effectiveness of B.Ed. Trainees

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Wellness plays a crucial role in shaping the professional effectiveness of B.Ed. trainees, as it directly impacts their physical, mental, and emotional well-being. This study explores the relationship between wellness and the professional effectiveness of B.Ed. trainees, focusing on key dimensions such as physical, psychological, cognitive, social, spiritual, financial and environmental wellness. The sample was chosen by the investigator used a stratified random sampling. The study was taken in districts of Kanyakumari, Tamil Nadu. Data were collected through a standardized tool developed by John Lings V and Rexlin Jose G (2023) namely Lings-Rex Wellness Assessment Scale (2023) and Lings-Rex Professional Effectiveness Assessment Scale (2023). The researcher used survey method. Collected data were analysed with help of mean, standard deviation, t test, correlation and regression analysis to assess how wellness impact teaching performance, teacher effectiveness, content effectiveness, classroom effectiveness, and overall professional effectiveness. Findings suggest that teacher trainees with higher wellness levels demonstrate greater confidence, resilience, and engagement in their teaching practices. The study emphasizes the need for incorporating wellness programs in teacher education to enhance their effectiveness, reduce burnout, and promote sustainable teaching careers.

**Keywords:** Wellness, Professional Effectiveness, B.Ed. Trainees, Teacher Education, Stress Management, Work-Life Balance.

## 1. Introduction

Wellness is a crucial factor in determining the overall effectiveness of professionals in any field, including teaching. For B.Ed. trainees, who are in the formative phase of their teaching careers, maintaining a state of well-being is essential for their professional development. Wellness encompasses physical, psychological, cognitive, social, spiritual, financial, and environmental wellness, all of which contribute to an individual's ability to perform effectively in academic and professional settings (Dodge et al., 2012). A well-balanced state of wellness enhances cognitive abilities, emotional resilience, classroom management skills, and teaching effectiveness (Hattie, 2009).

### Wellness and Professional Effectiveness

The professional effectiveness of a teacher is not solely determined by their subject knowledge or pedagogical skills but also by their ability to handle stress, maintain motivation, and engage

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students meaningfully (Jennings & Greenberg, 2009). Teaching is a demanding profession that requires emotional intelligence, patience, adaptability, and strong interpersonal skills. Research suggests that teachers who maintain good physical and mental health are more capable of fostering positive learning environments and sustaining student engagement (Skaalvik & Skaalvik, 2010). For B.Ed trainees, academic pressure, lesson planning, classroom management, and internship experiences can lead to stress and burnout if not managed properly (Kyriacou, 2001). Studies indicate that high stress levels negatively impact teaching performance, self-efficacy, and long-term career satisfaction (Schutz & Zembylas, 2009). Therefore, wellness programs, mindfulness training, and stress management techniques are increasingly being recognized as vital components of teacher education programs (Meiklejohn et al., 2012).

### Significance of the Study

This study is significant as it highlights the critical relationship between wellness and the professional effectiveness of B.Ed. trainees. Understanding the impact of wellness can help educational institutions develop strategies to support trainee teachers in achieving holistic well-being. This study aims to explore the impact of wellness on the professional effectiveness of B.Ed. trainees by examining how different dimensions of wellness like physical, psychological, cognitive, social, spiritual, financial, and environmental wellness affect their teaching performance. By understanding this relationship, teacher education programs can implement strategies to support the wellness of trainees, ensuring that they enter the profession with the resilience and effectiveness required for long-term success.

### Statement of the Problem

Despite the growing emphasis on teacher effectiveness, there is limited focus on the role of wellness in shaping the professional competencies of B.Ed. trainees. Many B.Ed. trainees experience stress, fatigue, and emotional burnout, which can hinder their teaching capabilities. Further, wellness in teaching contribute a lot towards professional effectiveness. This is the rationale for studying the wellness on professional effectiveness of B.Ed. trainees and the study is titled as “Impact of Wellness on the Professional Effectiveness of B.Ed. trainees”.

### Objectives of the Study

The objectives of the current study are given below.

1. To find out the significant difference, if any, in the wellness and professional effectiveness of B.Ed. trainees with regard to gender, educational qualification, and pedagogy subject.
2. To find out the significant relation, if any, among wellness and professional effectiveness of B.Ed. trainees.
3. To find out impact among the wellness and professional effectiveness of B.Ed. trainees.

### Hypothesis of the Study

1. There is no significant difference between the wellness of B.Ed. trainees and gender of B.Ed. trainees.

2. There is no significant difference between the wellness of B.Ed. trainees and educational qualification of B.Ed. trainees.
3. There is no significant difference between the wellness of B.Ed. trainees and pedagogy subject of B.Ed. trainees.
4. There is no significant difference between the professional effectiveness of B.Ed. trainees and gender of B.Ed. trainees.
5. There is no significant difference between the professional effectiveness of B.Ed. trainees and educational qualification of B.Ed. trainees.
6. There is no significant difference between the professional effectiveness of B.Ed. trainees and pedagogy subject of B.Ed. trainees.
7. There is no significant relation between the wellness and professional effectiveness of B.Ed. trainees.
8. There is no significant impact of the wellness on professional effectiveness of B.Ed. trainees

## 2. Methodology

### Method used in the present study

The method adopted in the present study is survey. The investigator used stratified random sampling technique for selecting the sample. The sample of the study is B.Ed. trainees studying in the B.Ed. Colleges in Kanyakumari District affiliated to Tamil Nadu Teachers Education University, Chennai. The sample consisted of 1213 B.Ed. trainees.

### Tool used

Lings-Rex wellness Assessment Scale (2023) and Lings-Rex Professional Effectiveness Assessment Scale (2023) developed by John Lings and Dr. G.Rxlin Jose (2023). The investigator used test-retest method for establishing reliability of the tool.

### Statistical techniques used

The data obtained was analysed by using appropriate statistical techniques like Arithmetic mean, Standard Deviation, t – test, Correlation, and Regression Analysis

### Data Analysis

Ho1 : There is no significant difference between the wellness of B.Ed. trainees and gender of B.Ed. trainees.

Table 1. Significance of difference in the wellness of B.Ed. trainees with regard to gender

Variable	Gender	N	Mean	SD	t - value	p - value
Wellness	Male	134	155.24	21.356	5.202	0.000 <sup>s</sup>
	Female	1079	143.48	25.048		

S - Significant at 5% level

It is inferred from the above table that the P value is lesser than 0.05 for wellness of B.Ed. trainees. It shows that there is a significant difference between the wellness of B.Ed. trainees and gender of B.Ed. trainees.

Ho2: There is no significant difference between the wellness of B.Ed. trainees and educational qualification of B.Ed. trainees.

Table 2. Significance of difference in the wellness of B.Ed. trainees with regard to educational qualification

Variable	Educational Qualification	N	Mean	SD	t - value	p - value
Wellness	Graduate	732	142.74	24.328	3.528	0.000 <sup>a</sup>
	Post Graduate	481	147.88	25.542		

S - Significant at 5% level

It is inferred from the above table that the P value is lesser than 0.05 for wellness of B.Ed. trainees. It shows that there is a significant difference between the wellness of B.Ed. trainees and educational qualification of B.Ed. trainees.

Ho3: There is no significant difference between wellness of B.Ed. trainees and pedagogy subject of B.Ed. trainees.

Table 3. Significance of difference in the wellness of B.Ed. trainees with regard to pedagogy subject

Variable	Pedagogy Subject	N	Mean	SD	t - value	p - value
Wellness	Arts	518	147.53	25.039	3.324	0.001 <sup>a</sup>
	Science	695	142.74	24.674		

S - Significant at 5% level

It is inferred from the above table that the P value is lesser than 0.05 for wellness of B.Ed. trainees. It shows that there is a significant difference between wellness of B.Ed. trainees and pedagogy subject of B.Ed. trainees.

Ho4: There is no significant difference between the professional effectiveness of B.Ed. trainees and gender of B.Ed. trainees.

Table 4. Significance of difference in the professional effectiveness of B.Ed. trainees with regard to gender

Variable	Gender	N	Mean	SD	t - value	p - value
Professional Effectiveness	Male	134	129.98	13.043	4.386	0.000 <sup>a</sup>
	Female	1079	121.41	22.119		

S - Significant at 5% level

It is inferred from the above table that P value is lesser than 0.05 for professional effectiveness of B.Ed. trainees. It shows that there is a significant difference between the professional effectiveness of B.Ed. trainees and gender of B.Ed. trainees.

Ho5: There is no significant difference between the professional effectiveness of B.Ed.

trainees and educational qualification of B.Ed. trainees.

Table 5. Significance of difference in the professional effectiveness of B.Ed. trainees with regard to educational qualification.

Variable	Educational Qualification	N	Mean	SD	t - value	p - value
Professional Effectiveness	UG	732	121.54	21.737	1.638	0.102 <sup>NS</sup>
	PG	481	123.61	21.024		

S - Significant at 5% level

It is inferred from the above table that the P value is greater than 0.05 for professional effectiveness of B.Ed. trainees. It shows that there is no significant difference between the professional effectiveness of B.Ed. trainees and educational qualification of B.Ed. trainees.

Ho6: There is no significant difference between the professional effectiveness of B.Ed. trainees and pedagogy subject of B.Ed. trainees.

Table 6. Significance of difference in the professional effectiveness of B.Ed. trainees with regard to pedagogy subject

Variable	Pedagogy Subject	N	Mean	SD	t - value	p - value
Professional Effectiveness	Arts	518	122.45	22.320	0.123	0.902 <sup>NS</sup>
	Science	695	122.30	20.834		

NS – Not Significant at 5% level

It is inferred from the above table that P value is greater than 0.05 for professional effectiveness of B.Ed. trainees. It shows that there is no significant difference between the professional effectiveness of B.Ed. trainees and pedagogy subject of B.Ed. trainees.

Ho7: There is no significant relation between the wellness and professional effectiveness of prospective teachers.

Table 7. Relation between wellness and professional effectiveness of B.Ed. trainees.

Variable	Professional effectiveness		p - values
	N	r - values	
Wellness	1213	0.666	0.000 <sup>S</sup>

S - Significant at 1% level

It is inferred from the above table that P values are less than 0.01 and hence the null hypothesis is rejected. It shows that there is significant positive correlation exists between wellness and professional effectiveness of B.Ed. trainees.

Ho8: There is no significant impact of the wellness on professional effectiveness of B.Ed. trainees.

Table 8. Regression analysis between, techno-pedagogical skills (Independent Variable) and professional effectiveness (Dependent Variable)

Model	Sum of squares	df	Mean square	R	R Square	F value	Sig
Regression	247582.973	1	247582.973	0.666 <sup>a</sup>	0.443	963.413	0.000 <sup>b**</sup>
Residual	311209.148	1211	256.985				
Total	558792.120	1212					

a. Dependent Variable: Professional Effectiveness

b. Predictors: (Constant), Techno Pedagogical Skills                      \*\*Significant at 1% level

It is inferred from the table that p value (0.000) is less than 0.01 at 1% level of significance. Hence, the hypothesis, which states that there is no significant impact of the wellness on professional effectiveness of B.Ed. trainees is rejected at 1% level of significance. Therefore, it is concluded that there is significant impact of the wellness on professional effectiveness of B.Ed. trainees.

### 3. Findings of the Study

1. Significant difference is found between the wellness of B.Ed. trainees and gender of B.Ed. trainees.
2. Significant difference is found between the wellness of B.Ed. trainees and educational qualification of B.Ed. trainees.
3. Significant difference is found between the wellness of B.Ed. trainees and pedagogy subject of B.Ed. trainees.
4. Significant difference is found between the professional effectiveness of B.Ed. trainees and gender of B.Ed. trainees.
5. No significant difference is found between the professional effectiveness of B.Ed. trainees and educational qualification of B.Ed. trainees.
6. No significant difference is found between the professional effectiveness of B.Ed. trainees and pedagogy subject of B.Ed. trainees.
7. Significant positive correlation exists between wellness and professional effectiveness of B.Ed. trainees.
8. Significant impact of the wellness on professional effectiveness of B.Ed. trainees.

#### Interpretation of the Study

The findings suggest significant differences in wellness of B.Ed. trainees and gender of B.Ed. trainees. Male B.Ed. trainees scored significantly higher in wellness, which could be attributed to differences in physical, psychological, cognitive, social, spiritual, financial wellness or access to resources. The results highlight a gender-based disparity in wellness, with male B.Ed. trainees reporting overall higher wellness. These findings could be useful for designing targeted wellness programs to address gaps, especially in psychological and financial wellness

among feminine prospective teachers. This may be because of their lifestyle choices, societal pressures, or simply having other coping strategies and easier access to resources.

There was a significance difference in wellness of B.Ed. trainees and educational qualification of B.Ed. trainees. It was revealed that, strong evidence to suggest that postgraduate prospective teachers have significantly higher wellness scores than graduate prospective teachers. This finding suggests that higher education and additional academic experience may positively impact wellness.

There was a significance difference in wellness of B.Ed. trainees and pedagogy subject of B.Ed. trainees. It was observed that, art students might have higher wellness levels if the measure relates to those aspects. The reason may be due Science students might experience more academic pressure or different learning environments, which could explain their lower scores. Other factors like teaching methods, workload, or subject interest could be influencing this difference.

There was a significant difference in professional effectiveness of B.Ed. trainees and gender of B.Ed. trainees. The findings revealed that, the higher professional effectiveness score for the male group is unlikely due to chance. The reason may be due to workplace norms often favor traditionally male B.Ed. trainees such as teaching effectiveness, teacher effectiveness, content effectiveness, classroom effectiveness, assertiveness, competitiveness, risk-taking, direct communication, and confidence in decision-making.

The findings related to professional effectiveness of B.Ed. trainees with regard to educational qualification and pedagogy subject revealed that there is no significant difference found in it. This suggest that, educational qualification and pedagogy subject does not significantly impact professional effectiveness of B.Ed. trainees.

Findings of the present study implicate that, significant positive correlation prevails between wellness and professional effectiveness of B.Ed. trainees. That findings suggests that as wellness increases, professional effectiveness also tends to increase among B.Ed. trainees. A significant positive correlation implies that healthier, well-balanced teachers are likely to be more effective in their roles. This could be due to factors like reduced stress, better focus, increased motivation, and overall well-being, which contribute to improved teaching performance. The reason may be, Prospective teachers who are emotionally balanced can manage stress, engage positively with students, and handle classroom challenges effectively. When teachers feel well physically, psychologically, socially, financially and environmentally, they are more likely to enjoy their work, stay motivated, and build stronger relationships with students.

The result of the regression analysis shows that there is significant impact of the wellness on professional effectiveness of B.Ed. trainees. Wellness indicates a strong positive impact on the professional effectiveness. This suggests that the well-being of individuals involved in teacher education whether students, teachers, or staff has a substantial impact on educational outcomes. In this research, aligns with growing evidence that, physical, psychological, cognitive, social, spiritual, financial, environmental wellness and overall wellness (e.g., reduced stress, better work-life balance) are critical to academic success and professional effectiveness.

## Recommendations of the Study

The findings of this study can:

- Provide insights into how wellness affects teaching performance and classroom engagement.
- Encourage teacher training programs to incorporate wellness initiatives for better professional outcomes.
- Help policymakers and educators design curricula that promote physical, psychological, cognitive, social, spiritual, financial, and environmental wellness.
- Enhance awareness among B.Ed. trainees about the importance of self-care and resilience in their teaching careers.
- College of Education administrators need to create more personalized, flexible health and wellness programs. Ongoing evaluation should also be incorporated to ensure the program's effectiveness in addressing significant factors that impact teacher health and wellness.
- B.Ed. college heads may explore external factors impacting teachers' health and wellness. Health and wellness programs that focus on target work-life balance with flexible work options or address work-related stressors through specific training can lead to more effective health and wellness programs that can genuinely support teacher welfare.

## 4. Conclusion

The wellness of B.Ed. trainees is integral to their professional effectiveness. By fostering physical, psychological, cognitive, social, spiritual, financial and environmental wellness, institutions can equip B.Ed. trainees with the resilience and professional skills needed for a successful teaching career. Therefore, wellness programs should be an essential component of teacher education curricula to ensure a holistic approach to professional effectiveness. In this study, investigator attempted to further the exploration by examining factors such as wellness and professional effectiveness. Based on the results, a logical next step would be for teacher training program faculty to begin addressing protective factors in their curricula before B.Ed. trainees reach the classroom as a way to help develop wellness that will become beneficial once they graduate and enter the professional workforce.

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