Chapter VI
6.1 INTRODUCTION:

Our nation now stands on the threshold of the 21st Century. Whether the nation can face the internal and external challenges successfully will decide the quality of the citizen’s life. Tomorrow education is the most effective instrument to meet the challenges. It plays extremely significant role in the lives of individuals by empowering them with various abilities, skills, competencies, and thus paving way for enhancing the quality of life. A teacher has to face innumerable challenges and play different roles in his/her institution. Teaching is often said to be the noblest profession among all the professions so the teachers should realize that the work they are doing is the noblest and that they need not be apologetic or feel guilty, instead have pride and confidence in their worth and work. Tagore rightly said, “Only lighted lamp can lighten another” which means that only an enlightened teacher who remains ever alive and struggling in the pursuit of knowledge, could enlighten his pupil and could enthuse them for more learning. The ideal character of teacher leaves an everlasting impression on the minds of his pupil. It is the teacher who can create a national perspective for understanding social and economic difference in the nation. He/she not only plan lessons but also organize activities, maintain necessary records, make purchases, administer time-table, oral and aural teaching aids, adopt new techniques of communication and motivate the students by words and deeds. Thus, teacher is expected to possess a multifaceted personality. Under these circumstances, it is but natural that teachers will remain under stress which is sure to affect their effectiveness.
while teaching. The teacher educator has always been known for the welfare of the group and improvement of its culture through the ages and molds the national character, and future of the country as he has Emotional Intelligence and sound Mental Health. His path was neither easy in those days nor in the modern or technical-era. However, teaching is not without its inherent problems associated with job related stress remain at the top of many teachers list. It has become a global concern considering that about as many as every third of the teachers surveyed in various studies reported that they regarded teaching as highly stressful (Borg, 1990). Above all, to get adjusted in teaching profession and to lead a happy life and good well-being, emotional intelligence, mental health and socio-economic status play vital role in the life of teacher educator.

Emotional intelligence (EI) refers to the ability to perceive, control, and evaluate emotions. Emotional Intelligence is the ability to understand own emotions and those of people around. It further means persons have a self-awareness that enables to recognize feelings and manage emotions. So, emotional intelligence is needed in each and every field of life.

Mental health is indispensable for a good quality of life and thus needs to be addressed as an important component of improving overall health and well-being. It is increasingly seen as fundamental to physical health and quality of life and thus needs to be addressed as an important component of improving overall health and well-being of an individual.

Socio economic status is the position that an individual or family occupies related to culture, possession, effective income material possessions and participation in group activity of the community. It is indicative of both the social and economic
level of an individual of a group. Social status is the position on a scale of social prestige. Economic status is an economic level which depends upon the income of the family. It can be divided into different categories for example – High, Medium and Low.

Well-being is most usefully thought which gives people a sense of how their lives are going through the interaction between their circumstances, activities and psychological resources or 'mental capital. Well-being is a positive outcome that is meaningful for people and for many sectors of society, because it tells us that people perceive that their lives are going well. Good living conditions (e.g., housing, employment) are fundamental to well-being. Tracking these conditions is important for public policy. However, many indicators that measure living conditions fail to measure what people think and feel about their lives, such as the quality of their relationships, their positive emotions and resilience, the realization of their potential, or their overall satisfaction with life—i.e., their “well-being.”

6.2 NEED OF THE STUDY:

The present generation faces new problems in their life. Teachers need to be equipped with skills to help them tackle these new and more complex problems. Teacher in today’s world, just having a bundle of knowledge will be equal to a book that is inactive and senseless. He must have knowledge along with a set of skills that Emotional Intelligence provides, such as empathy, self-control, optimism, stress tolerance, self-regard, flexibility, emotional awareness and so on. Since Emotional Intelligence is a set of abilities essential for the success of an individual, the purpose
of imparting quality education is not possible without inculcation of Emotional Intelligence and its attributes in the learners. It enables an individual to handle his own emotions and actions, thereby handling his relationship with others smoothly by controlling their emotions. We aim at inculcation of different national as well as international values such as equality, fraternity, democracy, freedom etc. among the young people through our educational system. There are also topics related to history, culture, religion etc. But these days, students do not prefer to read much, especially in art subjects from where they get awareness about our culture, tradition, value system, brotherhood, social living, adjustment, adaptations etc. The present generation believes in scientific theories and experiments, so there is a tendency to reject religion, religious practices, cultural traditions and values. How can we compensate for all these? Curtailing of art courses leads to rejection of religious, ethical or national value systems. Therefore, our school systems must launch programmes directly focused on Emotional Intelligence because it includes all the basic qualities required for the success of an individual in social life. On the other hand mental health is an indivisible part of the general health and well-being. The positive value of mental health, which contributes to human well-being, quality of life and creativity is not accorded of high priority. Along with these variables socio-economic status also plays important role in good well-being of teacher educators. So, keeping these factors in mind, the researcher chose this subject for deep research.
6.3 STATEMENT OF THE PROBLEM

The statement of the problem for the present study reads as under:

"A STUDY OF WELL-BEING AMONG TEACHER EDUCATORS IN RELATION TO MENTAL HEALTH, EMOTIONAL INTELLIGENCE AND SOCIO- ECONOMIC STATUS".

6.4 OPERATIONAL DEFINITIONS OF VARIABLES

6.4.1 WELL-BEING: The subjective feeling of contentment, happiness, satisfaction with life’s experiences and of one’s role in the world of work, sense of achievement, utility, belongingness and no distress, dissatisfaction or worry, etc.

6.4.2 MENTAL HEALTH: A homogeneous organization of desirable attitude, healthy values and righteous self-concept and a scientific perception of the world as a whole.

6.4.3 EMOTIONAL INTELLIGENCE: The ability to strike a balance between emotion and reason, being aware of one’s own emotions, show empathy and compassion for others and have a high self-esteem by understanding and managing the emotions of self and others.
6.4.4 SOCIO-ECONOMIC-STATUS: Status of family in relation to its level of socio-cultural participation, ability to influence mass, level of education, kind of education, kind of occupation, financial position, health-well-being, lifestyle, level of aspiration, kind of gadgets, services and leisure facilities that the family enjoys.

6.5 OBJECTIVES OF THE STUDY:

The present study was carried out with the following objectives:

6.5.1 Well-being and Mental Health

1. To study the well-being of teacher educators having high and low mental health.
2. To study the well-being of male teacher educators having high and low mental health.
3. To study the well-being of female teacher educators having high and low mental health.
4. To study the well-being of male and female teacher educators having moderate mental health.
5. To study the well-being of married and unmarried male teacher educators having high mental health.
6. To study the well-being of married and unmarried male teacher educators having low mental health.
7. To study the well-being of married and unmarried female teacher educators having high mental health.
8. To study the well-being of married and unmarried female teacher educators having low mental health.
9. To study the well-being of married and unmarried male teacher educators having moderate mental health.

10. To study the well-being of married and unmarried female teacher educators having moderate mental health.

6.5.2 Well-being and Emotional Intelligence

11. To study the well-being of teacher educators having high and low emotional intelligence.

12. To study the well-being of male teacher educators having high and low emotional intelligence.

13. To study the well-being of female teacher educators having high and low emotional intelligence.

14. To study the well-being of male and female teacher educators having moderate emotional intelligence.

15. To study the well-being of married and unmarried male teacher educators having high emotional intelligence.

16. To study the well-being of married and unmarried male teacher educators having low emotional intelligence.

17. To study the well-being of married and unmarried female teacher educators having high emotional intelligence.

18. To study the well-being of married and unmarried female teacher educators having low emotional intelligence.

19. To study the well-being of married and unmarried male teacher educators having moderate emotional intelligence.

20. To study the well-being of married and unmarried female teacher educators having moderate emotional intelligence.
6.5.3 Well-being and Socio-Economic Status

21. To study the well-being of teacher educators having high and low socio-economic status.

22. To study the well-being of male teacher educators having high and low socio-economic status.

23. To study the well-being of female teacher educators having high and low socio-economic status.

24. To study the well-being of male and female teacher educators having moderate socio-economic status.

25. To study the well-being of married and unmarried male teacher educators having high socio-economic status.

26. To study the well-being of married and unmarried male teacher educators having low socio-economic status.

27. To study the well-being of married and unmarried female teacher educators having high socio-economic status.

28. To study the well-being of married and unmarried female teacher educators having low socio-economic status.

29. To study the well-being of married and unmarried male teacher educators having moderate socio-economic status.

30. To study the well-being of married and unmarried female teacher educators having moderate socio-economic status.
6.6  HYPOTHESES:

In the present study the following hypotheses had been tested:

6.6.1  Well-being and Mental Health

1. There is no significant difference between the well-being of teacher educators having high and low mental health.

2. There is no significant difference between the well-being of male teacher educators having high and low mental health.

3. There is no significant difference between the well-being of female teacher educators having high and low mental health.

4. There is no significant difference between the well-being of male and female teacher educators having moderate mental health.

5. There is no significant difference between the well-being of married and unmarried male teacher educators having high mental health.

6. There is no significant difference between the well-being of married and unmarried male teacher educators having low mental health.

7. There is no significant difference between the well-being of married and unmarried female teacher educators having high mental health.

8. There is no significant difference between the well-being of married and unmarried female teacher educators having low mental health.

9. There is no significant difference between the well-being of married and unmarried male teacher educators having moderate mental health.

10. There is no significant difference between the well-being of married and unmarried female teacher educators having moderate mental health.
6.6.2 Well-being and Emotional Intelligence

11. There is no significant difference between the well-being of teacher educators having high and low emotional intelligence.

12. There is no significant difference between the well-being of male teacher educators having high and low emotional intelligence.

13. There is no significant difference between the well-being of female teacher educators having high and low emotional intelligence.

14. There is no significant difference between the well-being of male and female teacher educators having moderate emotional intelligence.

15. There is no significant difference between the well-being of married and unmarried male teacher educators having high emotional intelligence.

16. There is no significant difference between the well-being of married and unmarried male teacher educators having low emotional intelligence.

17. There is no significant difference between the well-being of married and unmarried female teacher educators having high emotional intelligence.

18. There is no significant difference between the well-being of married and unmarried female teacher educators having low emotional intelligence.

19. There is no significant difference between the well-being of married and unmarried male teacher educators having moderate emotional intelligence.

20. There is no significant difference between the well-being of married and unmarried female teacher educators having moderate emotional intelligence.
6.6.3 Well-being and Socio-Economic Status

21 There is no significant difference between the well-being of teacher educators having high and low socio-economic status.

22 There is no significant difference between the well-being of male teacher educators having high and low socio-economic status.

23 There is no significant difference between the well-being of female teacher educators having high and low socio-economic status.

24 There is no significant difference between the well-being of male and female teacher educators having moderate socio-economic status.

25 There is no significant difference between the well-being of married and unmarried male teacher educators having high socio-economic status.

26 There is no significant difference between the well-being of married and unmarried male teacher educators having low socio-economic status.

27 There is no significant difference between the well-being of married and unmarried female teacher educators having high socio-economic status.

28 There is no significant difference between the well-being of married and unmarried female teacher educators having low socio-economic status.

29 There is no significant difference between the well-being of married and unmarried male teacher educators having moderate socio-economic status.
30. There is no significant difference between the well-being of married and unmarried female teacher educators having moderate socio-economic status.

6.7 DESIGN OF THE STUDY

6.8 METHOD USED:

The method used for this research work is generally known as Descriptive Survey Method. In this study the information and data were collected through survey because it provides the relevant information and data on which decisions and improvements are based.
6.9 DELIMITATIONS OF THE STUDY:

The present study is delimited to:

1. 500 teacher educators serving in Colleges of Education in Haryana state which includes 250 males and 250 females.
2. Only 4 variables i.e. well-being, mental health, emotional intelligence and socio-economic status.
3. Well-being as the dependent variable and mental health, emotional intelligence and socio-economic status are independent variables.
4. 175 colleges of education in Haryana state.

6.10 POPULATION:

In the present study, the population was all the Teacher Educators serving in Colleges of Education in Haryana State.

6.11 SAMPLE:

At the first stage the 175 colleges of education were selected out of 460 colleges in Haryana State with the help of stratified sampling technique. At the second stage 500 Teacher Educators (250 Male and 250 Female) were selected from 175 colleges of education. In the third stage the sample was subdivided on the basis of their marital status.
6.12 TOOLS USED:

The measuring tools as mentioned below were used for measuring the variables under the present study.

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Name of the Tool</th>
<th>Constructed By</th>
<th>Year of Publication</th>
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<tbody>
<tr>
<td>1</td>
<td>GENERAL WELL-BEING MEASURE</td>
<td>Dr. Santosh K. Verma, Ex-Professor, PGI. Chandigarh. Ms. Amita Verma, Punjab University, Chandigarh.</td>
<td>2009</td>
</tr>
<tr>
<td>2</td>
<td>MENTAL HEALTH BATTERY</td>
<td>Prof. Arun Kumar Singh, Department of Psychology, Patna University, Patna. Alpana Sen Gupta, Lecturer, Deptt. of Psychology, College of Commerce (M.U.) Patna.</td>
<td>2008</td>
</tr>
<tr>
<td>3</td>
<td>TEACHER'S EMOTIONAL INTELLIGENCE INVENTORY</td>
<td>Dr. (Mrs.) Shubhra Mangal, Principal C.R.S. College of Education, Noida.</td>
<td>2008</td>
</tr>
<tr>
<td>4</td>
<td>SOCIO-ECONOMIC STATUS SCALE</td>
<td>Prof. Ashok K. Kalia, Deptt. OfEdu., M.D. University, Rohtak (Haryana). Dr. Sudhir Sahu, Assistant Professor, Vikramaditya College of Edu., Morkheri, Rohtak.</td>
<td>2012</td>
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6.13 STATISTICAL TECHNIQUES USED:

In the present study for the analysis and interpretation of collected data Mean and Standard Deviation were applied. The ‘t’ test was computed to find the difference between means of well-being scores of teacher educators in relation to mental health, emotional intelligence and socio-economic status.

6.14 MAJOR FINDINGS OF THE STUDY:

On the different interpretation of tables following results were found:

1. It was hypothesized that there is no significant difference between the well-being of teacher educators having high and low mental health. After analysis and interpretation of the data it was found that the data does not support the assumption because the calculated ‘t’ value was more than the tabulated value at both the levels of significance and the investigator was forced to reject the hypothesis. It depicts that teacher educators having high and low mental health who are serving in colleges of Education of Haryana state have no similar standard of living. It concludes that their mental health plays vital role in their well-being. It is further stated that teacher educators having high mental health always remain happy in their personal life, emotionally stable and feel relaxed most of the time than their counterparts.

2. It was hypothesized that there is no significant difference between the well-being of male teacher educators having high and low mental health. After analysis and interpretation of the data it was found that the data does not support the assumption because the calculated ‘t’ value was more than the tabulated value at both the levels of significance. Therefore, the hypothesis was rejected. It exhibits that male teacher educators having high and low mental health who are serving in colleges of Education of Haryana state have
not similar standard of living which concludes that their mental health plays important role in their well-being. Male teacher educators having high mental health always feel satisfied with their life and also feel useful productive and creative themselves instead of their counterparts.

3. It was hypothesized that there is no significant difference between the well-being of female teacher educators having high and low mental health. After analysis and interpretation of the data it was found that the data does not support the assumption because the calculated ‘t’ value was more than the tabulated value at both the levels of significance. Therefore, the hypothesis was rejected. It concludes that female teacher educators having high and low mental health have different life style. The female teacher educators having high mental health never bothered by nervousness and anxiety of worry than their counterparts.

4. It was hypothesized that there is no significant difference between the well-being of male and female teacher educators having moderate mental health. After analysis and interpretation of the data it was found that the data does not support the assumption because the calculated ‘t’ value was more than the tabulated value at both the levels of significance. Thus, the hypothesis was rejected. It concludes that male and female teacher educators having moderate mental health have different life style. The male teacher educators having moderate mental health not easily tired and never feel depressed than the female teacher educaters having moderate mental health.

5. It was hypothesized that there is no significant difference between the well-being of married and unmarried male teacher educators having high mental health. After analysis and interpretation of the data it was found that the data
supports the assumption because the calculated ‘t’ value was less than the tabulated value at both the levels of significance. Therefore, the hypothesis was accepted. It exhibits that married and unmarried male teacher educators having high mental health who are serving in colleges of Education of Haryana state have similar standard of living which concludes that their marital status do not play important role in their well-being. Male teacher educators, either they are married or unmarried, and have high mental health always feel satisfied with their life and also feel useful, productive and creative themselves. They also have a feeling of belongingness with each other.

6. It was hypothesized that there is no significant difference between the well-being of married and unmarried male teacher educators having low mental health. After analysis and interpretation of the data it was found that the data supports the assumption because the calculated ‘t’ value was less than the tabulated value at both the levels of significance. Therefore, the hypothesis was accepted. It exhibits that married and unmarried male teacher educators having low mental health and who are serving in colleges of Education of Haryana state have similar standard of living. It concludes that their marital status do not play important role in their well-being. Male teacher educators, either they are married or unmarried, and have low mental health always feel relaxed and energetic most of the time.

7. It was hypothesized that there is no significant difference between the well-being of married and unmarried female teacher educators having high mental health. After analysis and interpretation of the data it was found that the data supports the assumption because the calculated ‘t’ value was less than the
tabulated value at both the levels of significance. Therefore, the hypothesis was accepted. It shows that married and unmarried female teacher educators having high mental health who are serving in colleges of Education of Haryana state have similar lifestyle which concludes that their marital status do not play important role in their well-being. Female teacher educators, either they are married or unmarried, and have high mental health always feel satisfied with their life. They feel cheerful most of the time and remain emotionally stable a good bit of the time.

8. It was hypothesized that there is no significant difference between the well-being of married and unmarried female teacher educators having low mental health. After analysis and interpretation of the data it was found that the data supports the assumption because the calculated ‘t’ value was less than the tabulated value at both the levels of significance. Therefore, the hypothesis was accepted. It exhibits that married and unmarried female teacher educators having low mental health and who are serving in colleges of Education of Haryana state have similar standard of living. It concludes that their marital status does not play important role in their well-being. Female teacher educators, either they are married or unmarried, having low mental health always feel relaxed and energetic most of the time. They never bothered by illness or pain also.

9. It was hypothesized that there is no significant difference between the well-being of married and unmarried male teacher educators having moderate mental health. After analysis and interpretation of the data it was found that the data does not support the assumption because the calculated ‘t’ value was more than the tabulated value at 0.05 levels of significance. Therefore, the
hypothesis was rejected. It exhibits that married and unmarried male teacher educators having moderate mental health who are serving in colleges of Education of Haryana state do not have similar standard of living. It concludes that their marital status plays important role in their well-being. Married male teacher educators, having moderate mental health always feel satisfied with their life and also feel useful, productive and creative themselves than their counterparts. On the other hand, there was slightly change of opinion at 0.01 level of significance which indicates that they also have a feeling of belongingness with each other and also in firm control of behavior and feelings with their counterparts.

10. It was hypothesized that there is no significant difference between the well-being of married and unmarried female teacher educators having moderate mental health. After analysis and interpretation of the data it was found that the data supports the assumption because the calculated ‘t’ value was less than the tabulated value at both the levels of significance. Therefore, the hypothesis was accepted. It shows that married and unmarried female teacher educators having moderate mental health and who are serving in colleges of Education of Haryana state have similar life style. It concludes that their marital status do not play important role in their well-being. Female teacher educators, either they are married or unmarried, and have moderate mental health always feel satisfied with their life. They feel cheerful most of the time and remain emotionally stable a good bit of the time.

11. It was hypothesized that there is no significant difference between the well-being of teacher educators having high and low emotional intelligence. After analysis and interpretation of the data it was found that the data does not
support the assumption because the calculated ‘t’ value was more than the tabulated value at both the levels of significance and the investigator was forced to reject the hypothesis. It depicts that teacher educators having high and low emotional intelligence and who are serving in colleges of Education of Haryana state have not similar standard of living. It concludes that their emotional intelligence plays vital role in their well-being. It is further stated that teacher educators having high emotional intelligence always remain happy in their personal life, sleep fairly well and feel relaxed most of the time than their counterparts.

12. It was hypothesized that there is no significant difference between the well-being of male teacher educators having high and low emotional intelligence. After analysis and interpretation of the data it was found that the data does not support the assumption because the calculated ‘t’ value was more than the tabulated value at both the levels of significance. Therefore, the hypothesis was rejected. It exhibits that male teacher educators having high and low emotional intelligence and who are serving in colleges of Education of Haryana state have not similar standard of living. It concludes that their emotional intelligence plays important role in their well-being. Male teacher educators having high emotional intelligence always feel satisfied with their life and also feel useful productive and creative themselves instead of their counterparts.

13. It was hypothesized that there is no significant difference between the well-being of female teacher educators having high and low emotional intelligence. After analysis and interpretation of the data it was found that the data does not support the assumption because the calculated ‘t’ value was more than the
tabulated value at both the levels of significance. Therefore, the hypothesis was rejected. It concludes that female teacher educators having high and low emotional intelligence have different lifestyle. The female teacher educators having high emotional intelligence never bothered by nervousness and anxiety of worry than their counterparts.

14. It was hypothesized that there is no significant difference between the well-being of male and female teacher educators having moderate emotional intelligence. After analysis and interpretation of the data it was found that the data support the assumption because the calculated ‘t’ value was less than the tabulated value at .01 levels of significance. Thus, the hypothesis was accepted. It concludes that male and female teacher educators having moderate emotional intelligence have similar lifestyle. The teacher educators either they are male or female, having moderate emotional intelligence do not easily tired and never feel depressed.

15. It was hypothesized that there is no significant difference between the well-being of married and unmarried male teacher educators having high emotional intelligence. After analysis and interpretation of the data it was found that the data supports the assumption because the calculated ‘t’ value was less than the tabulated value at both the levels of significance. Therefore, the hypothesis was accepted. It exhibits that married and unmarried male teacher educators having high emotional intelligence and who are serving in colleges of Education of Haryana state have similar standard of living which concludes that their marital status does not play important role in their well-being. Male teacher educators, either they are married or unmarried, and have high emotional intelligence always feel satisfied with their life and also feel useful,
productive and creative themselves. They also have a feeling of belongingness with each other.

16. It was hypothesized that there is no significant difference between the well-being of married and unmarried male teacher educators having low emotional intelligence. After analysis and interpretation of the data it was found that the data supports the assumption because the calculated ‘t’ value was less than the tabulated value at both the levels of significance. Therefore, the hypothesis was accepted. It exhibits that married and unmarried male teacher educators having low emotional intelligence and who are serving in colleges of Education of Haryana state have similar standard of living. It concludes that their marital status does not play important role in their well-being. Male teacher educators, either they are married or unmarried, and have low emotional intelligence always feel relaxed and energetic most of the time.

17. It was hypothesized that there is no significant difference between the well-being of married and unmarried female teacher educators having high emotional intelligence. After analysis and interpretation of the data it was found that the data supports the assumption because the calculated ‘t’ value was less than the tabulated value at both the levels of significance. Therefore, the hypothesis was accepted. It shows that married and unmarried female teacher educators having high emotional intelligence and who are serving in colleges of Education of Haryana state have similar life style which concludes that their marital status does not play important role in their well-being. Female teacher educators, either they are married or unmarried, and have high emotional intelligence always feel satisfied with their life. They feel cheerful most of the time and remain emotionally stable a good bit of the time.
18. It was hypothesized that there is no significant difference between the well-being of married and unmarried female teacher educators having low emotional intelligence. After analysis and interpretation of the data it was found that the data supports the assumption because the calculated ‘t’ value was less than the tabulated value at both the levels of significance. Therefore, the hypothesis was accepted. It exhibits that married and unmarried female teacher educators having low emotional intelligence and who are serving in colleges of Education of Haryana state have similar standard of living. It concludes that their marital status does not play important role in their well-being. Female teacher educators, either they are married or unmarried, having low emotional intelligence always feel relaxed and energetic most of the time. They never bothered by illness or pain also.

19. It was hypothesized that there is no significant difference between the well-being of married and unmarried male teacher educators having moderate emotional intelligence. After analysis and interpretation of the data it was found that the data does not support the assumption because the calculated ‘t’ value was more than the tabulated value at both the levels of significance. Therefore, the hypothesis was rejected. It exhibits that married and unmarried male teacher educators having moderate emotional intelligence and who are serving in colleges of Education of Haryana state does not have similar standard of living. It concludes that their marital status plays important role in their well-being. Married male teacher educators, having moderate emotional intelligence always feel satisfied with their life and also feel useful, productive and creative themselves than their counterparts.
20. It was hypothesized that there is no significant difference between the well-being of married and unmarried female teacher educators having moderate emotional intelligence. After analysis and interpretation of the data it was found that the data supports the assumption because the calculated ‘t’ value was less than the tabulated value at both the levels of significance. Therefore, the hypothesis was accepted. It shows that married and unmarried female teacher educators having moderate emotional intelligence and who are serving in colleges of Education of Haryana state have similar life style. It concludes that their marital status do not play important role in their well-being. Female teacher educators, either they are married or unmarried, and have moderate emotional intelligence always feel satisfied with their life. They feel cheerful most of the time and remain emotionally stable a good bit of the time.

21. It was hypothesized that there is no significant difference between the well-being of teacher educators having high and low socio economic status. After analysis and interpretation of the data it was found that the data does not support the assumption because the calculated ‘t’ value was more than the tabulated value at both the levels of significance and the investigator was forced to reject the hypothesis. It depicts that teacher educators having high and low socio-economic status and who are serving in colleges of Education of Haryana state have not similar standard of living. It concludes that their socio-economic status plays vital role in their well-being. It is further stated that teacher educators having high socio-economic status always remain happy in their personal life, emotionally stable and feel relaxed most of the time than their counterparts.
22. It was hypothesized that there is no significant difference between the well-being of male teacher educators having high and low socio-economic status. After analysis and interpretation of the data it was found that the data does not support the assumption because the calculated ‘t’ value was more than the tabulated value at both the levels of significance. Therefore, the hypothesis was rejected. It exhibits that male teacher educators having high and low socio-economic status and who are serving in colleges of Education of Haryana state have not similar standard of living which concludes that their mental health plays important role in their well-being. Male teacher educators having high socio-economic status always feel satisfied with their life and also feel useful productive and creative themselves instead of their counterparts.

23. It was hypothesized that there is no significant difference between the well-being of female teacher educators having high and low socio-economic status. After analysis and interpretation of the data it was found that the data does not support the assumption because the calculated ‘t’ value was more than the tabulated value at both the levels of significance. Therefore, the hypothesis was rejected. It concludes that female teacher educators having high and low socio-economic status have different life style. The female teacher educators having high socio-economic status never bothered by nervousness and anxiety of worry than their counterparts.

24. It was hypothesized that there is no significant difference between the well-being of male and female teacher educators having moderate socio-economic status. After analysis and interpretation of the data it was found that the data supports the assumption because the calculated ‘t’ value was less than the
tabulated value at both the levels of significance. Thus, the hypothesis was accepted. It concludes that male and female teacher educators having moderate socio-economic status have similar lifestyle. The teacher educators either they are male or female and having moderate socio-economic status not easily tired and never feel depressed.

25. It was hypothesized that there is no significant difference between the well-being of married and unmarried male teacher educators having high socio-economic status. After analysis and interpretation of the data it was found that the data supports the assumption because the calculated ‘t’ value was less than the tabulated value at both the levels of significance. Therefore, the hypothesis was accepted. It exhibits that married and unmarried male teacher educators having high socio-economic status who are serving in colleges of Education of Haryana state have similar standard of living which concludes that their marital status does not play important role in their well-being. Male teacher educators, either they are married or unmarried, and have high socio-economic status always feel satisfied with their life and also feel useful, productive and creative themselves. They also have a feeling of belongingness with each other.

26. It was hypothesized that there is no significant difference between the well-being of married and unmarried male teacher educators having low socio-economic status. After analysis and interpretation of the data it was found that the data does not support the assumption because the calculated ‘t’ value was more than the tabulated value at both the levels of significance. Therefore, the hypothesis was rejected. It exhibits that married and unmarried male teacher educators having low socio-economic status and who are serving in colleges
of Education of Haryana state have different standard of living. It concludes that their marital status play important role in their well-being. Married male teacher educators who have low socio-economic status always feel relaxed and energetic most of the time than their counterparts.

27. It was hypothesized that there is no significant difference between the well-being of married and unmarried female teacher educators having high socio-economic status. After analysis and interpretation of the data it was found that the data does not support the assumption because the calculated ‘t’ value was more than the tabulated value at both the levels of significance. Therefore, the hypothesis was rejected. It shows that married and unmarried female teacher educators having high socio-economic status who are serving in colleges of Education of Haryana state have different life style which concludes that their marital status play important role in their well-being. Married female teacher educators who have high socio-economic status always feel satisfied with their life. They feel cheerful most of the time and remain emotionally stable a good bit of the time than their counterparts.

28. It was hypothesized that there is no significant difference between the well-being of married and unmarried female teacher educators having low socio-economic status. After analysis and interpretation of the data it was found that the data supports the assumption because the calculated ‘t’ value was less than the tabulated value at both the levels of significance. Therefore, the hypothesis was accepted. It exhibits that married and unmarried female teacher educators having low socio-economic status and who are serving in colleges of Education of Haryana state have similar standard of living. It concludes that their marital status do not play important role in their well-
being. Female teacher educators, either they are married or unmarried, having low socio-economic status always feel relaxed and energetic most of the time. They never bothered by illness or pain also.

29. It was hypothesized that there is no significant difference between the well-being of married and unmarried male teacher educators having moderate socio-economic status. After analysis and interpretation of the data it was found that the data supports the assumption because the calculated ‘t’ value was less than the tabulated value at both the levels of significance. Therefore, the hypothesis was accepted. It exhibits that married and unmarried female teacher educators having low socio-economic status and who are serving in colleges of Education of Haryana state have similar standard of living. It concludes that their marital status do not play important role in their well-being. Female teacher educators, either they are married or unmarried, having low socio-economic status always feel satisfied with life in general and energetic most of the time. They never bothered by nervousness also.

30. It was hypothesized that there is no significant difference between the well-being of married and unmarried female teacher educators having moderate socio-economic status. After analysis and interpretation of the data it was found that the data supports the assumption because the calculated ‘t’ value was less than the tabulated value at both the levels of significance. Therefore, the hypothesis was accepted. It shows that married and unmarried female teacher educators having moderate socio-economic status and who are serving in colleges of Education of Haryana state have similar life style. It
concludes that their marital status do not play important role in their well-being. Female teacher educators, either they are married or unmarried, and have moderate socio-economic status always feel satisfied with their life. They feel cheerful most of the time and remain emotionally stable a good bit of the time.

6.15 EDUCATIONAL IMPLICATIONS:

- It is the need of the hour that quality of education should be high so that it can attract people to the teaching profession. Talented and well balanced young men and women who can take up their work with zeal, devotion and enthusiasm, fits best. On the other hand discontented fellows who have no interest in their work and who do it haphazardly are a danger to Nation.

- It has been proved through the research that Emotional Intelligence, Mental health and Socio-Economic Status are the key factors for the development of well-being among teacher educators. It is also universally accepted that a teacher is a hologram of whole education system and the personality of a teacher is bound to have a great effect on his/her students. Therefore only a well balanced teacher can be helpful to provide a better environment to the would be teachers and may try to develop all the positive attributes among the prospective teachers.

- The system of teacher training in practice suffers from traditional development and has failed to keep pace with present requirements. Education and training programme should take care of developing needs and should try to develop the life skill in the pupil teachers.

- The present teacher education programmes in the country are heavily loaded with the theoretical content. It lacks the integration of knowledge with
emotional intelligence and mental health. There is strong need of emotional education and emotional training of the pupil teachers. This study shall help a lot.

- The present system of teacher education needs to be changed suitably so that it may be able to inculcate among the trainees - professional, moral, secular, and nationality respected values. Only the well balanced teachers may play the vital role to inculcate these values.

- To prepare the confident personalities possessing a high degree of emotional balance and satisfaction level it is needed to run such educational and training programmes which can enable the pupil teachers to meet the demands of modern education world. This is why this types of studies are needed.

- Teacher education as a sector of education, should receive top most priority at the hands of policy planners. Stress should be on the formation of balanced personalities and desired behavior.

- Teacher educators should not be rigid in their thinking and in ways of dealing with pupil teachers. Opportunities should be given to them to evaluate their own behavior and their problems should be discussed.

- Training colleges should know the motive of their teacher educators. One who joins the profession with unsatisfactory, undesirable and negative motives should be discouraged.

- Teacher educators should keep in mind that the emotions and feelings of students have its own value and significance and these should not be suppressed.

- The training modules for teachers at all levels must include components that will enhance their Emotional Intelligence.
6.16 SUGGESTIONS FOR FURTHER STUDIES:

Researchers are never complete. One research opens various new directions for further researches and this way knowledge expands. Thus research is a chain reaction. The present investigation also abides by the same rule, and opens up certain avenues for further researches. The areas and the variables which were not covered by this study may be part to test to enlighten the factors associated with the well-being of teachers. The findings of the present study have some implications for the researchers who want to search in this area. So, the researchers may think of the following areas to study in detail:

1. The present study was confined to the teacher educators of Haryana State only. Similar studies may be conducted in other states of the country.

2. The present study was delimited to the teacher educators. Similar studies may be conducted on the teachers serving in schools.

3. The study may be related to the teachers of other professional courses i.e. Law, Engineering and Medicine etc.

4. The study may be conducted by including additional variables.

5. This kind of studies may be conducted in the field of special education.

6. Similar studies may be conducted on would be teachers.

7. A comparative study may be undertaken between two states.

8. Further studies may be conducted on a wider sample.

9. Another comparative study can be undertaken of teacher educators of different streams of education i.e. humanities group, commerce group and science group.