CHAPTER - I

INTRODUCTION

The teacher plays an important and pivotal role in the educational system. The teacher is the person upon whom all the activities of the school are depended and the school without teacher is a soulless body. Teachers’ personality, character qualities, well-being, attitudes, teaching efficiencies and life style help the peoples to become good human beings, thereby contributing in building a knowledgeable society. “Goodness” of an educational process is determined to a large extent by the teachers. The quality of education and the standards of achievement are inseparably inter-related with the quality of teachers and the quality of teachers in turn, depends upon the training or education, the teachers themselves have had. The National Policy on Education (1986) has rightly observed that no people can rise above the level of its teachers. So, teachers must be encouraged to develop their uniqueness. The best teacher is one who possesses good mental health and balanced personality, due to advancement in every field, life of teachers, has become more complicated and tough. All this contributes to their well-being and personality structure.

The present study is an attempt to measure well-being and personality structure of teacher trainees. To do full justice with study, it is important to have a critical look at the various concepts involved in the study.

1.1 CONCEPT OF WELL-BEING

The history of well-being dates back to 1961 when the term ‘wellness’ was coined and defined as an integrated method of functioning, which is oriented toward maximizing the potential, of which the individual is capable (Dunn, 1961). This is the fact that healthy person can be adjusted in the society. Health simply does not
mean a good state of health or free from diseases, but also a psychological well-being of an individual. Well-being requires harmony between mind and body. It implies a sense of balance and ease with the pressures in a person’s life. There is no under-stimulation and no excessive negative stress; above all, there is a sense of control over one’s destiny.

Sushrutha, a prominent proponent of the system of Indian medicine defines it as state characterized by a feeling of spiritual, physical and mental well-being (Prasanna Atma Indirayamana). Thus well-being is a conglomeration of several dimensions of aspects—psychological, spiritual, social and physical.

Well-being or wellness is often referred to as wholeness of body, mind and spirit in terms of health, prosperity and self actualization” by Maslow (1968) for whom the pursuit towards health was universal human tendency to self actualization.

Travis (1978) described “wellness” as an attitude about one’s process of self care involving understanding of basic emotional and physical needs and the kind of habits and life-style necessary to meet these needs.

Everyone yearns to lead a good life and even desire for a life that is peaceful, happy and meaningful. As ClineBell (1995) observes a person is a whole or has well-being to the degree that the centre of his or her life is integrated and energized by love healthy and spiritually. A whole person’s well-being includes loving oneself by developing one’s unique gifts of body, mind and spirit as fully as one can, at each stage of one’s life, loving other people by encouraging them to develop their unique gifts; loving one’s work, and one’s play i.e., one’s vocation and avocation; loving the planet earth, our mother, and her wonderful network of living things, caring for her and helping sense of achievement, utility, belongingness, and no distress, dissatisfaction or worry etc.

The term wellness is intended to anchor one of a continuum,
anchored at the other end by an apposing term such as pathology (sickness). As Cowen (1994) observes wellness should be seen as an extreme point on a continuum, not as category in a binary classification system. Also it is something more/other than the absence of diseases, that is, it is defined by the “extent of presence” of positive marker characteristics.

In general now well-being in popular terminology is also known a wellness. The concept of wellness is a dimension of attitude, behavior, thoughts and feelings, which can enhance a subjective sense of well-being and influence the individuals’ attention to self-care and compliance with medical regiments (Melamed, 2000).

Well-being may be defined as the subjective feeling of contentment, happiness, satisfaction with life experience, Sense of achievement, utility belongingness and no distress, dissatisfaction or worry etc. (Verma, 1989). Health professionals have become increasingly concerned with psychological well-being in ways to promote it rather then focus on negative effect dimension like anxiety, depression, and insecurity. Some of the most common indicators of positive well-being are happiness, self esteem, optimism and life satisfaction etc.

Campbell (1987) distinguishes three types of well-being: “affect, strain and satisfaction”. Campbell recognizes that when people speak of satisfaction, they focus more spontaneously on the flow of everyday life experience. Psychological well-being is thus a wide ranging concept that embraces effective aspects of everyday experience. Negative and bivalent components of well-being are relatively easily assessed through self-report such as anxiety, happiness, job satisfaction and personal esteem.

Well-being is shaped by genes, upbringing, personal circumstances and choices and the social conditions in which somebody lives in a peaceful, flourishing society. So, prompting well-being should be public as well as personal. Well-being comes from
having a web of relationship and interests. Friends, work, leisure, activities and spiritual beliefs can all increase well-being. The intimacy, sense of belonging and support offered by personal relationship are of greatest value.

Well-being is concerned with how and why people experience their lives in positive ways, including both cognitive judgement and affective reactions. As such it covers studies that have used diverse terms as happiness, satisfaction, morale and positive affect relative to some standards.

Well-being also seems as preponderance of positive affect over negative effect (Bradburn, 1969). This definition of well-being thus stresses pleasant emotional experience. This may mean either that the person is experiencing mostly pleasant emotions during this period of life or that the person is predisposed to such emotions whether or not he/she is currently experiencing them.

Mahbub and Roy (1997) used a variety of participatory “repaid appraisal” approaches to identify and explore key indicators of well-being. The main indicators were money, fixed income (salary), three meals a day, children and children’s education, small family size, health, access, to medical services and peaceful life etc.

Psychological research in the area of the health and well-being has gradually accumulated to provide overwhelming evidence argue that the mental states do affect the physical health in substantial degree. Some of the main trends are as follows:

- Personal dispositions
- Cognitive and attitudinal factors in recovery
- Health and beliefs and affective reactions
- Health impairing behaviors and life style changes
- Coping with chronic diseases
- Social support

The relationship between external world and internal states such as well-being is very complex concept. Happiness or subjective
well-being is a judgment, an evaluation and an appraisal (Argyle and Crossland, 1987; Diener, 2000). The instability reflected in the psychological well-being reported by the individual at varying life stages (Bradburn, 1969) could be attributed to actual life changes or it could be a change in the way one evaluates own well-being. The impact of objective factors/events on judgment of well-being is achieved through various cognitive and motivational processes that the individual employs such that people who judge they to be happy are known to judge life events more adaptively (Lyubomirsky, 2001). Well-being and satisfaction reports are judgments prone to various influences (Schwartz & Stock, 1991), hence a caution has been prescribed while relying on evaluator’s self knowledge regarding his/her well-being and in employing only self report methods to assess his knowledge.

Well-being consists of three components namely presence of positive effect, absence of negative affect and a general life satisfaction. Life satisfaction is defined as the degree of how favorably a person judges one’s life and how happy is she/he in leading that life. It consists of an affective and a cognitive component constituting an over all appraisal of life (Veenhoven, 1991).

According to Fromm (1976) well-being is only possible to the degree to which one is open, responsive, sensitive, awake and empty. Well-being means to be fully related to man and nature effectively, to overcome separateness and alienation, to arrive at the experience of oneness with all that exists, and, yet to experience myself, at the same time as the separate entity I am as an individual. It means to be creative, that is to reach and to respond as the real, total mean I am to the reality of everybody and everything as he or it is. In this act on true response lies the area of creativity, of seeing the world as it is and experiencing it. Maslow (1968) proposed that psychological health of the adult is called variously as self fulfillment emotional maturity, authentic full humanness etc. For Maslow, the growth of a person
consisted in enhancing the growth ward vectors, e.g., making growth more attractive and delightful and minimizing the fears of growth. Therefore one can consider the process of healthy to be never-ending series of choice situations.

**Types of Well-Being**

There are mainly three types of well-being those are known as (i) Subjective Well-Being (ii) Psychological Well-Being (iii) General Well-Being. We will discuss these types as following:

1. **Subjective Well-Being**: Subjective well-being refers to how people evaluate their lives and includes variables such as life satisfaction, marital satisfaction, lack of depression, anxiety, positive moods and emotions. It is an abstract, super ordinate, construct entailing the affective reactions of individuals along a positive-negative continuum to their life experiences.

   Diener, Suh, Lucas and Smith (1999) defined that subjective well-being is a broad category of phenomena that includes people's emotional responses, domain of satisfaction and global judgments of life satisfaction. People's emotional or affective responses (including both moods and emotions) represent 'online' evaluations of events that are happening to them.

   Subjective well-being is a part of well-being is a part of general well-being and in colloquial term is sometimes labeled happiness. People experience abundant subjective well-being when they feel many pleasant and unpleasant emotions, when they are engaged in interesting activities they experience many pleasures and few pains, and when they are satisfied with their lives. In the field of subjective well-being focus is on people’s own evaluation of their basic material needs it is likely that subjective well-being will become an even more valued goal although subjective well-being is not sufficient for the good life. So, subjective well-being is people’s evaluation of their lives through two domains named effective and cognitive.
2. Psychological Well-Being: Psychological well-being tells us how well the person likes the life he/she leads. According to Veenhoven (1984) psychological well-being is the degree which an individual judges the overall quality of his/her life as a whole in the favorable way.

According to Witmer and Sweny (1992) psychological well-being includes majority of characteristics of the healthy person; a sense of worth; a sense of control; realistic beliefs; spontaneity and emotional responsiveness; intelligence; problem solving; creativity and sense of humor.

It is a subjective term that has different meaning for different people. Psychological well-being is thus a wide ranging concept that embraces effective aspects of everyday experience. Negative and bivalent components of well-being are relatively easily assessed through self-report. Such as anxiety, happiness, job satisfaction and personal esteem.

Jung(1969) assert that psychological well-being results when we experience the sense of the unity and harmony that endorse within ourselves, whatever the outer chaos, changes or fragmentation and also when we experience ourselves as well-being centers of a aliveness.

3. General Well-Being: Well-being refers to people’s evaluations of their lives, and specific domains and activities in their lives. Economists, psychologists, and sociologists working in this area have found that there are a number of separable components of well-being, such as life satisfaction, positive emotions, and low levels of negative emotions such as depression, engagement at work, and satisfaction with domains of life such as one’s health, community, marriage, work, and income. Well-being includes the various ways people react in evaluative ways to their lives, including life satisfaction, work and relationship satisfaction, feelings of purpose and engagement at work, subjective health, and satisfaction with health, the experience of
positive emotions, and the lack of chronic negative emotions.

Wellness is characterized by Lyon (1990) “as the experience of somatic comfort (emotional and physical) and a functional ability level at or near the person's subjective evaluation of functional ability is comparison between what the person believes his or her capability level and what he or she is actually able to do. Eddin and Golanty (1992) summed up positive wellness in to three categories:

1. Being free from symptoms of disease and pain as much as possible.
2. Being able to be active, able to do what you want and what you must do at appropriate time.
3. Being in good spirits in most of the time.

The Oxford English Dictionary (Simpson & Weiner, 1989) states well-being as, “A state of being or doing well in life, happy, healthy or prosperous condition; moral or physical welfare.”

According to Random House Dictionary (Stein, 1966) well-being is a good or satisfactory condition of existence; a state characterized by health, happiness and prosperity, welfare.

Archer and Gage (1987) define well-being as the process and state of quest for maximum human functioning that involves the body, mind and spirit.

Hatfield and Hatfield (1992) view well-being as the conscious and deliberate process by which people are actively involved in enhancing their overall well-being: intellectual, physical, social, emotional, occupational and spiritual.

Keys (2002) stated well-being as the quality of life of an individual or other social unit.

Altermann, Engels, Van Petgem and Verheghe (2007) has provided a positive definition for teachers wellbeing that it is a positive emotional state, which is the result of harmony between the sum of specific environmental factors on the one hand and the personal needs and expectations of teachers on the other hand.
Thus well-being in a way is a state of happiness, pleasant emotions, satisfaction, prosperous conditions, moral or physical welfare, (Simpson and Weiner, 1989), to do with people's feelings about their everyday life activities (Bradburn, 1969), attitude about one’s own process of self care involving understanding of basic emotional and physical needs,(Travis, 1978).

So, we can say that well-being is not only physical fitness; it includes wellness of all the aspects of human life that are known as components of well-being. These are the following main components:-

1. **Physical well-being** means a state of good health.
2. **Mental or intellectual well-being** means accepting new ideas and
3. **Spiritual well-being** means joy, peace, happiness and higher values of life.
4. **Emotional well-being** means a state of emotional stability and control which includes self-confidence, full of efficiency, trust in self and optimistic views about life.
5. **Social well-being** means good inter-personal relations in social phenomena.

**Determinants or Indicators of Well-Being**

As above we have discussed about the meaning of well-being, where we find that the concept of well-being is very wide spread area, which includes its many determinants these are known as predictors or indicators of well-being. There are two types of predictors or indicators of well-being i.e. positive and negative indicators. These determine the well-being of an individual. We can briefly discuss these determinants as following:

1. **Life Satisfaction:** Life Satisfaction is the main determinant of well-being. Life Satisfaction refers to an individual’s personal judgement of well-being and quality of life based on his or her own chosen criteria (Diener, 1984).

   De Neve and Cooper (1998) defined life satisfaction as a
cognitive evaluation of the quality of one’s experiences, spanning an individual’s entire life.

It is a broad concept and varies with types of relationships established, age as well as gender. It measures the extent to which an individual is satisfied with his life in relation to environment in which he lives. Life Satisfaction is the ultimate goal that we as human beings are striving to achieve through our entire lives.

Life satisfaction is one factor in the more general construct of subjective well-being. Theory and research suggest that subjective well-being has at least three components positive affective appraisal, negative affective appraisal and life satisfaction.

Life satisfaction is distinguished from affective appraisal in that it is more effective cognitive than emotionally driven life satisfaction can be assessed specific to particular domain of life (e.g. work, family) or globally.

Life satisfaction is a composite index of one’s adjustment, attitudes towards life and events, perception and experience of problems and interactional events. It refers to retrospective evaluations of life happiness through self-adjustment. A person having high life satisfaction is expected to happy adjustment if his life situations and vice-versa. These are the following factors that affect life satisfaction:

i) Personal factors:
   a) Satisfaction of needs-Needs or urges always create tension in minds of the individuals; as a result the individual becomes restless and dissatisfied. It includes satisfaction of the biological and psycho-social needs of the individual. Complete satisfaction in life depends upon these two needs.
   b) Nature of Job: Man being a social animal needs social recognition, which marked his status and position. Job is important factor to upgrade the status and position of a man.
c) Education: Proper education is must for life satisfaction.
d) Proper Leisure Activities
e) Fulfillment of Mental and Physical needs
f) Good Married Life
g) Ego Identification
h) Participation in Sports
i) Good Financial Status
j) Positivity of Emotions

ii) Environmental Factors: Environmental factors means surrounding. Good environmental situations are also necessary for life satisfaction.

Neerja (2011) proposed a model of life satisfaction. According to her social support has a direct effect on life satisfaction ($P_1$) as well as indirect effect through total no. of multiple social roles ($P_2$). Total level of voluntary activities undertaken by the subjects was also assumed to be affecting life satisfaction directly ($P_3$) and indirectly through frequency of activities ($P_4$). Similarly the variable of frequency of activities was proposed to be manifesting direct effect on life satisfaction ($P_5$) and indirect effect through total no. of multiple social roles ($P_7$) was hypotheses. Locus of control was assumed to be having direct effect on life satisfaction ($P_8$) and indirect effects through perceived financial self- sufficiency ($P_9$) and no. of multiple social roles ($P_{10}$). Direct effect of perceived financial self- sufficiency on life satisfaction was assumed whereas level of financial assistance received ($P_{11}$) by the subjects was assumed to manifesting indirect effect on life satisfaction through perceived financial self- sufficiency ($P_{12}$). Indirect effects of religiosity upon life satisfaction were assumed through frequency of activities ($P_{14}$) and total number of multiple social roles ($P_{13}$). Proposed path for life satisfaction is shown through the following diagram.
2. Job Satisfaction: The term job satisfaction is the combination of two words – Job and Satisfaction. Job necessarily means a piece of work, labour undertaken at a stated price, or paid for by the hour or day and turned to private advantage or in other words we can say, a job refers to collection of tasks, duties and responsibilities which as a whole is regarded as the established assignment to individual employee. According to Encyclopedia of Psychology (1972) Job can be distinguished from work and occupation. Job is task, an occupational activity performed by individual in return for monetary rewards. Job is complex of interrelationship of tasks, roles, responsibilities, interactions, incentives and rewards.

According to Webster’s Dictionary of Education (1976) Satisfaction means of fulfillment of a need or desires. Some authorities defined it as a feeling of pleasantness or contentment, while others
described it as feelings, emotions and new sensations.

New Webster Encyclopedia Dictionary of English Language (1981) defined satisfaction as the act of satisfying state of being satisfied; contentment in possession and enjoyment and to grant fully the wants, wishes or desires of; and to supply to the full extent with what is wished for.

According to Hoppock (1935), who defined job satisfaction as a combination of psychological and environmental circumstances that cause a person truthfully to say, I am satisfied with my job.

Job satisfaction refers to an individual’s subjective experience on his work situation, his response and feelings towards different facets of his work role. It is not a unitary concept but a composite of many factors or dimensions.

Hence it can be concluded that job satisfaction is not a unitary thing or entity but a composition of many factors including personal judgments of a worker, how he thinks about his job. It can be concluded that job satisfaction is governed to a large extent by perceptions and expectations. Men work to satisfy their needs and aspire or expect their work life to fulfill these needs. For perfect job satisfaction, their must exist a one to one relationship between the perception of how well the job life fulfills various needs of expectations as aspirations of an individual and the extent to which these needs are actually fulfilled by the individual. Job satisfaction of an individual ultimately affects his well-being.

3. Happiness: Happiness is an emotional or affective state that is characterized by feelings of enjoyment and satisfaction. It is the ability to enjoy one’s experiences, accompanied by a degree of excitement. Argyle, Martin & Crossland (1987) believe that happiness is composed of three related components: positive effect, absence of negative effect and satisfaction with life as a whole. It is as the end state or goal itself.

According to Merriam – Webster’s Online Dictionary- Happiness
is a state of well-being and contentment. It is a pleasurable or satisfying experience. Happiness is something everyone wants to have. Someone may be successful and have a lot of money, but without happiness it will be meaningless. It is the meaning and the purpose of life, the whole aim and end of human existence. It is the spiritual experience of living every minute with love, grace and gratitude. Throughout history sages have counseled that happiness is not a consequence of how we live, that it comes from being content with what we have. Diener (2000) Happiness is indicated by the presence of positive affect which might last for a while whereas well-being is a holistic concept and involves a global judgment that take into account the rate of positive affect such as happiness, add value to our lives and make it worth living.

Conception of happiness and well-being and the discussion and debate that has been going on thousands of years in our country, revolve around the three perspectives i.e. dharma, artha and karma. We can find them not only in the Vedas, Upanishads, Puranas and in the epics like Ramayana and Mahabharata, but also from Jainism and Buddhism as well as, though they differ from orthodox tradition on certain issues. We find the discussions of these perspectives in all literary work in all Indian languages.

4. **Motivation:** Motivation is the driving force by which humans achieve their goals and through this achievement of goals reached to the state of well-being and life satisfaction. This is said to be intrinsic or extrinsic i.e. internal or external. According to various theories, motivation may be rooted in a basic need to minimize physical pain or maximize pleasure, or it may include specific needs such as eating and resting, or a desired object, goal, state of being, ideal, or it may be attributed to less-apparent reasons such as altruism, selfishness, morality or avoiding morality. Conceptually, motivation should not be confused with either volition or optimism. It is related to, but distinct from emotion. Intrinsic motivation refers to motivation that is driven
by an interest or enjoyment in the task itself and exists within the individual rather than relying on any external pressure. On the other hand extrinsic motivation comes from outside of the individual in the form of rewards and punishment. Hence we can say that motivation is one of the determinants of well-being of a person or predictors.

5. Education: Education contributes to the social and economic well-being of individuals and of the countries in which they live. Education and training provide individuals with the knowledge, skills and competencies they need to participate effectively in society and the economy. Participation in education and training can offer personal pleasure and pride in one’s accomplishment’s and open the door to new opportunities that can improve one’s standard of living.

6. Housing: A safe and comfortable place to live is fundamental part of an individual’s of well-being when housing is inadequate or unavailable, individual as well as community well-being may suffer.

7. Financial Security: It is about achieving material well-being. It’s about having an adequate income to meet basic needs such as housing, food and clothing. It is also about being able to take advantage of opportunities and lead a rewarding life. Factors such as family size and the number of earners in the family, type or nature of job affect financial security. It can be influenced by economic conditions which affect the availability of work and the ability to earn a living.

8. Family life: Families serve basic social and economic roles that affect well-being. In Families people earn income, care for physical and emotional needs, have children and participate in the community. The family life indicators relate mainly to the family’s role of caring to family life events such as marriage and divorce and to key influences including community supports for families. The indicators presented in the family life are complement indicators in other areas of well-
being that cover various key roles of the family, such as earning, reproduction and participation in the community.

9. **Health**: It has an impact on so many aspects of an individual’s life that it is hard to discuss well-being without taking it into consideration. Good health allows individuals strengthen their development, thereby enabling them to live productive and rewarding lives. Health is central to vibrant learning environment for children and youth. Physical and mental health is important for families and individuals throughout the course of their lives.

10. **Work**: Work contributes to individual and social well-being in many ways. It is the main source of income for most human beings enabling them to satisfy basic needs and pursue other interests. Individuals may derive a sense of purpose and accomplishment from their work. At a societal level, the work of individuals generates efficiency, productivity and competitiveness in the economy of any country. A range of indicators illustrate the contribution of work to well-being. Several indicators examine work and employment trends, such as the number of people working, their characteristics, how much, how much time they spend working, their level of earnings and the risks of injury on the job. Some indicators measure transitions that spend working, which can create stress, even when they may result in new opportunities. Support networks such as unions, can help individuals to manage work stresses.

11. **Security**: Security is the fundamental component of well-being that involves safety and protection from harm. It also involves individual and community perceptions of safety, which can be just as important to well-being as the experience of harm or threats of harm. Focusing on crime and perceptions of safety from crime, there groups of indicators are presented. The first group includes indicators of violent and property-related crime that is based on data collected and
reported by the police. The most serious type of violent crime, homicide is also examined from both national and international viewpoints. The second group includes indicators based on data from surveys of victims, also organized according to violent and property related crimes. Together the first two groups provide a more complete picture of the risks to safety and security posed by crime. Police statistics are more likely to involve some level of investigation and a determination that an offence has been committed. Victim surveys, on the other hand, include both crimes that are reported to police and those that are not. The third group includes two subjective indicators of security.

12. Anxiety: Anxiety is the negative indicator of well-being. In psychology, it is a feeling of dread, fear or apprehension, often with no clear justification. Anxiety differs from true fear in that it is typically the product of subjective, internal emotional states rather than a response to a clear and actual danger. It is marked by physiological signs such as sweating, tension and increased pulse, by doubt concerning the reality and nature of the perceived threat, and by self-doubt about one’s capacity to cope with it. Some anxiety inevitably arises in the course of daily life and is normal, but persistent intense, chronic, or recurring anxiety not justified by real-life stresses is usually regarded as a sign of emotional disorder. High levels of anxiety adversely affect the performance of an individual.

13. Depression: Depression is a negative predictor or indicator of well-being. It is a mental state characterized by a pessimistic sense of inadequacy and a despondent lack of activity. It is a feeling of sadness, demoralization, helplessness, downcast, disheartened, oppressiveness and discontentment. These feelings of depression directly or indirectly affect the well-being of an individual. Due to this an individual can lose his physical, mental as well as emotional well-being.
14. Anger: Anger also play an active role for determining the well-being of an individual. Anger as an emotion is difficult to describe, it does have a definition provided by psychologists and therapist. From irritation to rage to intense, uncontrollable fury, anger runs through a gamut that can drive an individual forward to take constructive action or drive them to destroy. On the physical level, anger brings about changes to body processes. Heartbeat speeds up and blood pressure rises as adrenaline surges through the system. Part of the definition of anger is that it inflates the negative qualities of a person or situation someone feels anger towards. Things seem worse than they are, triggering a fight or flight reaction. This exaggeration contributes to the instability of an individual’s mental state. It is a strong passion or emotion of displeasure or antagonism, excited by a real or supported injury or insult to one’s self or others, or by the intent to do such injury. All this adversely affects the well-being of an individual.

15. Stress: Stress can affect the well-being of an individual negatively, positively or it can be neutral also. It is not always necessarily harmful. It is a feeling experienced when a person thinks that the demands exceed the personal and social resources, the individual is able to mobilize. Everybody experience stress at one time or another. Without stress, there would be no life. However excessive or prolonged stress can be harmful. Stress is unique and personal. A situation may be stressful for someone but the same situation may be challenging for others. Stress is not necessarily something bad; it all depends on how you take it. The stress of exhilarating, creative successful work is beneficial, while that of failure, humiliation or infection is detrimental.

Theories of Well-Being

There are so many theories of well-being given various educationists and research scholars out these theories given by D. Hubin are discussed as following:
**Objective Theories:** These theories define individual well-being in terms of some objective state of the world. But, here the term used, objective state of the world includes mental states of the subject. The
point is that the theory tells you what states of the world constitute well-being. This is not left to the subject to decide.

**Mental State Theories:** Mental state theories hold that a person’s well-being is constituted entirely by his or her mental states.

**Hedonism:** Hedonism asserts that a person’s well-being is constituted entirely by his or her pleasures and pains.

**Quantitative Hedonism:** Quantitative hedonism holds that all pleasures are qualitatively the same, differing only in “quantitative” features such as intensity and duration.

**Qualitative Hedonism:** Qualitative hedonism holds that there are qualitative differences between pleasures and pains such that one pleasure could count more toward a person’s well-being than another even if the two were equal in quantitative dimensions such as intensity and duration. Indeed, a pleasure that is less intense and less long-lived could count more toward a person’s well-being than a more intense, longer-lived pleasure of a lower quality.

**Non-Hedonistic Mental State Theories:** We understand these theories to hold that a person’s well-being is constituted entirely by his or her mental states but not entirely by his or her states of pleasure and pain. That is, such theories can admit that pleasure and pain are part of wellbeing. They just deny that this is all there is to well-being. They do, however, hold that there is nothing that is constitutive of well-being other than mental states generally.

**Non-Mental State Objective Theories:** And, let’s understand these theories to hold that a person’s well-being is not constituted entirely by his or her mental states, though it may be constituted partly (even largely) by such states and, in particular, it may be constituted partly by states of pleasure and pain. These theories don’t deny that
pleasure and pain, as well as other mental states, are part of what well-being consists in. They just deny that this is all that well-being consists in.

**Subjective Theories:** Subjective theories hold that what constitutes well-being is a subjective matter in the sense that it depends on the conative states of the agent. Conative states are states such as desiring, valuing, caring about, and so forth.

**Preference Theories (Desire Satisfaction Theories):** Preference theories (a.k.a. desire satisfaction theories) hold that an agent’s well-being consists in those states of affairs that the agent desires or prefers.

**Actual Preference Theories:** These theories determine the states of affairs that constitute an agent’s well-being by the agent’s actual preferences (desires).

**Actual Intrinsic Preference Theories:** These theories determine the states of affairs that constitute an agent’s well-being by the agent’s actual, intrinsic preferences. It ignores, for these purposes, the agent’s instrumental preferences.

**Ideal Preference Theories:** These theories determine the states of affairs that constitute an agent’s well-being by the preferences the agent would have under some (specified) idealized conditions. In nutshell, well-being may be defined as the subjective feeling of contentment, happiness, satisfaction with life’s experience and one’s role in the world of work sense of achievement, utility belongingness, and no distress, dissatisfaction or worry etc. Most investigators engaged in research on subjective well-being conceptualize it as a multifaceted domain of interest, rather than unitary construct (Pivot and Diener, 2003).

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1.2 CONCEPT OF PERSONALITY STRUCTURE

It is the second aspect the present study. The word personality structure identifies whole scientific literature and ways of thinking about personality. Personality is the product of interaction between inherited potentialities and environmental forces. It is reflected in all activities and it differs from individual to individual. Personality Structure can be defined as a trait inferred from the individual’s behavior i.e. a mode of behavior. Allport (1937), one of the America’s leading psychologists after combing the literature for various meanings, assigned to the term personality, reported six varieties of definition that are persistent to the way in which personality theorists conceive their topic. Varieties of definition are discussed as below:

**External Appearance (Mask):** The conception of external appearance (mask) stems from the Latin word ‘Persona’, the root of the word personality, persona referred to the theatrical mask worn by the actors in the classical dram. In mask definition, the personality is equated with the overt behavior and appearance of the individual. Other examples of this type of conception are ‘Personality refers to the characteristic way in which a person behaves’ and the personality is person’s stimulus values for others. So, conceived, personality is in the eyes of the beholder. It is the way in which one person affects other people what they think of him, how they rate. This view assumed that whatever may be going on beneath the mask of behavior is irrelevant to an understanding of personality.

**Omnibus Definitions:** Omnibus definitions stated that ‘Personality is the sum of person’s attributes’. These are the definitions of enumeration of qualities. For example ‘Personality is the sum total of the individual’s inherited and acquired mental abilities’. Since qualities are added together, their position denies the significance of relations or interactions that may obtain among the stated qualities. Personality is seen as an aggregate not an organization or
configuration.

**Integrative Definitions:** In the integrative variety, the components of the total personality do not simply make additive contribution to the properties of the whole. Rather, each component interacts in a significant way with other components in a non-additive fashion. Thus integrative definitions stressed the organization or morphology of personal attributes. An illustration of this type of definition of personality is ‘the characteristic pattern of an individual’s thoughts, motives, feelings and emotions’.

**Hierarchical Definitions:** Hierarchical definitions, like the integrative, stressed the organization of the personality but focused on levels of integration of organization. This conception of personality is in terms of layers of processes or characteristics usually with some unifying agency at the top. An example would be Freud’s tripartite division of personality with the ‘Id’ representing the primitive instincts justice the ‘Superego’ as moral agency, and the ‘ego’ whose task is to mediate the others two.

**Adjustive Definitions:** The adjustive group of definitions conceived personality as a mechanism of survival in the Darwinian sense. The person’s ability to relate successfully to the world is the focus of the adjustice approach. An example of this is the statement, ‘Personality is that which determines the degree to which the person can adjust to his environment.

**Distinctiveness:** The distinctiveness conception of person stressed the uniqueness of the individual. Those holding to the view would say the personality constitutes those characteristics that set one individual off from others. This point of view focused on the way in which people are different qualitatively rather than one what they have in common. ‘Those attributes of the individual which make that individual unique is an example of the distinctiveness definition of the
personality.

Hence, personality is concerned about a person’s nature, qualities, inner aspects as well as outer appearance. It is the dynamic organization within the individual of those psycho-physical systems that determine his unique adjustment to his environment (Allport, 1961). Here ‘Dynamic Organization’ emphasizes the fact that personality is constantly developing and changing; although at the same time there organization or system that binds together and relates the various components of personality. The term ‘Psycho-physical’ reminds that personality is neither exclusively mental nor exclusively physical. The ‘organization’ entails the operation of body and mind, fused into a personal unity. The word ‘determine’ makes clear that personality is made up of determining tendencies that play an active role in individual’s behavior. “Personality is something and does something”. It is what lies behind specific acts and within the individual. This definition effects that man’s personality is organized which is constantly evolving and changing. Man is both body and brain with the help of which he does something which makes him different from others. Therefore every human being is unique in time, place, person, adjustment and quality. Personality is the mode of survival.

Rogors (1961) regards human beings to have a positive direction to expand, extend, become autonomous, develop and mature. In other words, the need for the positive regard remains active throughout life and it is important for all individuals to have need for positive self-regard in order to have the stage of self-actualization. Maslow (1970) explains personality as a dualistic theory of motivation in terms of hierarchy of human needs ranging from physiological needs of self-actualizing needs.
Personality structure is extremely important in organizational setting: Perception, learning and motivation, deals with some specific aspects of human behaviour. The concept of structure refers to the more stable and enduring aspects of personality. They represent the building blocks of personality. The humanistic approach to understand personality as espoused by different psychologists, did not explain personality in concrete terminology. The factor approach to identify personality characteristics remained core element in personality research. Cattell (1943) identified sixteen traits to describe personality in terms of ability and temperament. Cattell (1946) found that the structure of personality is multi-level and hierarchical, with a structure of interdependent primary and secondary level traits. Again Cattell (1950) defined that which permits a prediction of what a person will do in a given situation. The goal of psychological research in personality is, thus to establish laws about what different people do in all kinds of social and general environmental situations. Personality is the first place concerned with all the behaviour of the individual, both overt and under the skin. It is concerned with a range of behaviour extending from the individual’s political and teaching views of to the way he digests the food. However, at one extreme that concerned with behaviour of groups of personalities.

Accordingly, a trait is “a mental structure”, an inference that is made from observed behavior to account for regularly and consisting in human behavior. Cattel’s 16 personality factors derived from Questionnaire data are as following:
### Table 1.1
**Cattel’s 16 Personality Factors**

<table>
<thead>
<tr>
<th>Factor</th>
<th>With Low Scores</th>
<th>With High Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Stiff, reserved, cool, detached, critically rigid</td>
<td>Outgoing, warm hearted, easy going participating</td>
</tr>
<tr>
<td>B</td>
<td>Lower scholastic mental capacity, less intelligent and concrete thinking</td>
<td>More intelligent, abstract thinking, bright higher scholastic mental capacity</td>
</tr>
<tr>
<td>C</td>
<td>Lower ego strength that’s effected by feelings, emotionally less stable and easily upset</td>
<td>Emotionally stable, faces reality, calm and mature (Higher ego strength)</td>
</tr>
<tr>
<td>E</td>
<td>Humble, mild, accommodating and conforming</td>
<td>Asserting, independent, aggressive, competitive and stubborn</td>
</tr>
<tr>
<td>F</td>
<td>Sober, prudent, pessimistic and serious</td>
<td>Enthusiastic, cheerful, active, talkative, carefree, optimistic</td>
</tr>
<tr>
<td>G</td>
<td>Expedient, evades, rules and feels few obligations</td>
<td>Conscientious, preserving, staid, rule-bound</td>
</tr>
<tr>
<td>H</td>
<td>Shy, restrained, diffident and timid</td>
<td>Venturesome, socially-bold, uninhibited and spontaneous</td>
</tr>
<tr>
<td>I</td>
<td>Tough-minded, responsible, unmoved and cultured</td>
<td>Tender-hearted, protected, day-dreaming, demanding and impatient</td>
</tr>
<tr>
<td>L</td>
<td>Trusting, adaptable, free of jealousy tendencies and easy to get on with</td>
<td>Suspicious, self-opinion, hard to feel, a poor team member</td>
</tr>
<tr>
<td>M</td>
<td>Practical, careful, conventional and regulated by external realities</td>
<td>Imaginative, wrapped up in inner urgencies, careless of practical matters and absent minded</td>
</tr>
<tr>
<td>N</td>
<td>Natural, artless and sentimental</td>
<td>Calculating, worldly, penetrating and shrewd</td>
</tr>
<tr>
<td>O</td>
<td>Placid, self-assumed, confident and serene</td>
<td>Apprehensive, worrying, depressive and troubled</td>
</tr>
<tr>
<td>Q₁</td>
<td>Conservative, respecting established ideas, tolerant of traditional difficulties</td>
<td>Experimenting, critical, liberal, analytical, free-thinking</td>
</tr>
<tr>
<td>Q₂</td>
<td>Group-depended, a joiner and sound follower (group adherence)</td>
<td>Self- sufficient, prefers own decisions, resourceful</td>
</tr>
<tr>
<td>Q₃</td>
<td>Undisciplined, self-conflict, careless of protocol, follows own urges (low integration)</td>
<td>Controlled, socially precise, following self image (high self control)</td>
</tr>
<tr>
<td>Q₄</td>
<td>Relaxed, torpid, unfrustrated (low tension)</td>
<td>Tense, frustrated, driven</td>
</tr>
</tbody>
</table>
The structure in terms of traits/factors explains personality in simple terminology. As the personality structure expresses an association among behaviours that do vary together to form a unitary, independent dimension of personality. For this the refined statistical procedures of factor analysis are necessary. No doubt, this structure in terms of traits did explain personality in a multidimensional mode; still it is not feasible to explain personality structure as it is. In this continuity to explain personality structure in simple words, according to Eysenck (1960) “Personality is more or less stable and enduring organisation of a person’s character, temperament, intellect and physique which determines his unique adjustment to his environment”. His definition of personality includes four main sectors of behaviour patterns. The cognitive sector (intelligence), the conative sector (character), the effective sector (temperament) and the somatic sector (constitution). Thus, personality is the sum total of the actual or potential behaviour patterns of an organism as determined by heredity and environment. Eysenck (1960), conducted extensive research on trait dimensions by applying the quantitative technique of factor analysis. The two personality dimensions extraversion and neuroticism were described in his book *Dimensions of Personality*. It is common practice in personality psychology to refer the dimensions by the first letters, E and N. E and N provided a 2-dimensional space to describe individual differences in behavior. An analogy can be made to latitude and longitude describes a point on the face of the earth. Also, Eysenck noted how these two dimensions were similar to the four personality types first proposed by Greek physician Hippocrates as following:
1. High N and High E = Choleric type
2. High N and Low E = Melancholic type
3. Low N and High E = Sanguine type
4. Low N and Low E = Phlegmatic type

Eysenck and Eysenck (1969) gave two dimensional descriptive model i.e. introversion-extroversion and neuroticism (stable-unstable) with some specific/unique traits. Here Extroverts are recognized as outgoing, uninhibited, impulsive, lively, assertive, sensation seeking, carefree, dominant, venturesome and socially inclined persons, but Introverts are unstable, over emotional and reacting, insecure, self-conscious, temperamental, quiet, introspective, worrisome, disciplined and well-orderly people. Eysenck believed that purely extrovert and introvert people were rarely found. He therefore preferred to use a dimension i.e. a continuum ranging from introversion to extroversion instead of naming type as introverts and extroverts. The second major dimension is Neuroticism, involves emotional stability at the lower end and emotional stability at the upper end. Thus, at its lower end are persons who are moody, calm, carefree, even-tempered and dependable. The relationship of these two basic dimensions of personality structure to the four major temperamental types distinguished by the Greek physicians Hippocrates and Galen and to a wider range of personality characteristics is presented as following manner:
THE RELATIONSHIP OF TWO DIMENSIONS OF PERSONALLY DERIVED FROM FACTOR ANALYSIS TO FOUR GREEK TEMPERAMENTAL TYPES. (EYSENCK, 1970, REPRINTED BY PERMISSION, ROUTLEDGE & KEGAN PAUL LTD. PUBLISHERS).
Eysenck and Eysenck (1976) further expanded these to dimensions by adding third dimension of Psychoticism. The Psychoticism dimension subsumes the continuum from normal behaviour through criminal and psychotic behaviour to schizophrenic and other psychotic states in which contact is lost with reality and there is severely disordered Cognition effect and behaviour. People high on this dimension tend to be solitary, intensive, uncaring about others and opposed to accepted social customs. The emergence of big five factors of personality is based on Cattell’s original scales and Eysenckian model. Cattell and his colleagues found that the five higher-level “second order” traits of personality now known as the Big Five, which have become popularized by other authors in recent years. From early in his research, Cattell found that the structure of personality was multi-level and hierarchical, with a structure of interdependent primary and secondary level traits. The sixteen primary factors were a result of factor-analyzing hundreds of measures of everyday behaviors to find the fundamental traits behind them. Then they discovered the five global (or second-order) factors by factor-analyzing the sixteen primary traits themselves, to find the basic, organizing forces among the sixteen basic traits. They consistently found that the primary traits themselves came together in particular, meaningful groupings to form broader secondary or global traits, each with its own particular focus and function within personality (Cattell and Schuerger, 2003). The first global trait
Extraversion- Introversion was composed from the primary traits as Warmth (Factor A), Liveliness (Factor F), Social Boldness (Factor H), Forthrightness (Factor N), Affiliative (Factor Q2), second global factor Receptivity or Openness (versus Tough-Mindedness) was made up of four primary traits as Sensitivity) (Factor I), Abstractedness (Factor M), Openness-to-Change (Factor Q1), Warmth (Factor A) and another global factor Self-Controlled (or conscientious) versus Unrestrained resulted from the natural coming together of primary factors as Rule-Consciousness (Factor G), Perfectionism (Factor Q3), Seriousness (Factor F) and Groundedness (Factor M). Today the global traits of personality are commonly known as the Big Five. Similarly, in the Big Five model two traits Extraversion and Neuroticism are same as in Eysenckian model. However, what Eysenck calls the trait Psychoticism corresponds to two traits in the Big Five model: Conscientiousness and Agreeableness. Eysenck’s personality system did not address Openness to experience. Hence we can conclude that the Big Five model of personality structure is not totally new concept it is basically derived from the models of Cattell and Eysenck. We have also the some views of the personality theorists that are given in the form of table briefly which give us information about the illusion of five basic traits of personality structure.
### Table 1.2

**Theorists**

<table>
<thead>
<tr>
<th></th>
<th>Extraversion/Surgency</th>
<th>Agreeableness</th>
<th>Conscientiousness</th>
<th>Emotional Stability</th>
<th>Intellect/Openness</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Adler</strong></td>
<td>Superiority Striving</td>
<td></td>
<td>Social Interest</td>
<td></td>
<td>Superiority Striving</td>
</tr>
<tr>
<td><strong>Bakan</strong></td>
<td>Agency</td>
<td></td>
<td></td>
<td></td>
<td>Agency</td>
</tr>
<tr>
<td><strong>Bales</strong></td>
<td>Dominant Imitative</td>
<td>Social-Emotional Orientation</td>
<td>Task Orientation</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Bartholomew</strong></td>
<td>Model of Other (Avoidance) (r)</td>
<td></td>
<td></td>
<td></td>
<td>Model of Self (Anxiety) (r)</td>
</tr>
<tr>
<td><strong>Block</strong></td>
<td>Low Ego Control</td>
<td>High Ego Control</td>
<td>Ego Resiliency</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Buss and Plomin</strong></td>
<td>Activity</td>
<td>Impulsivity</td>
<td></td>
<td></td>
<td>Emotionality (r)</td>
</tr>
<tr>
<td><strong>Cattell</strong></td>
<td>Exvia (vs. Invia)</td>
<td>Pathemia (vs. Cortertia)</td>
<td>Superego Strength</td>
<td>Adjustment vs. Anxiety</td>
<td>Independence vs. Subduedness</td>
</tr>
<tr>
<td><strong>Comrey</strong></td>
<td>Extraversion and Activity</td>
<td>Femininity</td>
<td>Orderliness and Social Conformity</td>
<td>Emotional Stability</td>
<td>Rebelliousness</td>
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<tr>
<td><strong>Costa and McCrae</strong></td>
<td>Extraversion</td>
<td>Agreeableness</td>
<td>Conscientiousness</td>
<td>Neuroticism (r)</td>
<td>Openness</td>
</tr>
<tr>
<td><strong>Digman</strong></td>
<td>Beta</td>
<td>Alpha</td>
<td></td>
<td></td>
<td>Beta</td>
</tr>
<tr>
<td><strong>Erikson</strong></td>
<td></td>
<td></td>
<td>Basic Trust</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Eysenck</strong></td>
<td>Extraversion</td>
<td>Psychoticism (r)</td>
<td></td>
<td></td>
<td>Neuroticism (r)</td>
</tr>
<tr>
<td><strong>Fiske</strong></td>
<td>Confident Self-Expression</td>
<td>Social Adaptability</td>
<td>Conformity</td>
<td>Emotional Control</td>
<td>Inquiring Intellect</td>
</tr>
<tr>
<td><strong>Freud</strong></td>
<td></td>
<td></td>
<td>Psychosexual Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Goldberg</strong></td>
<td>Surgency</td>
<td>Agreeableness</td>
<td>Conscientiousness</td>
<td>Emotional Stability</td>
<td>Intellect</td>
</tr>
<tr>
<td><strong>Gough</strong></td>
<td>Extraversion</td>
<td>Consensuality</td>
<td>Control</td>
<td></td>
<td>Flexibility</td>
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<td></td>
<td>Extraversion/Surgency</td>
<td>Agreeableness</td>
<td>Conscientiousness</td>
<td>Emotional Stability</td>
<td>Intellect/Openness</td>
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<tr>
<td>Guilford</td>
<td>Social Activity</td>
<td>Paranoid Disposition (r)</td>
<td>Thinking Introversion</td>
<td>Emotional Stability</td>
<td></td>
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<tr>
<td>Hogan</td>
<td>Ambition and Sociability</td>
<td>Likeability</td>
<td>Prudence</td>
<td>Adjustment</td>
<td>Intellectance</td>
</tr>
<tr>
<td>Horney</td>
<td>Moving Toward</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jackson</td>
<td>Outgoing, Social Leadership</td>
<td>Self-Protective Orientation (r)</td>
<td>Work Orientation</td>
<td>Dependence (r)</td>
<td>Aesthetic / Intellectual</td>
</tr>
<tr>
<td>Leary</td>
<td>Control / Dominance</td>
<td>Affiliation / Love</td>
<td></td>
<td></td>
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<tr>
<td>Maslow</td>
<td>Self-Actualization</td>
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<tr>
<td>McAdams</td>
<td>Power Motivation</td>
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<td>Power Motivation</td>
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<tr>
<td>Myers-Briggs</td>
<td>Extraversion vs. Introversion</td>
<td>Feeling vs. Thinking</td>
<td>Judging vs. Perception</td>
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<td>Intuition vs. Sensing</td>
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<tr>
<td>Peabody</td>
<td>Power</td>
<td></td>
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<tr>
<td>Rank</td>
<td>Individuation</td>
<td></td>
<td></td>
<td></td>
<td>Individuation</td>
</tr>
<tr>
<td>Rogers</td>
<td>Personal Growth</td>
<td></td>
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<td></td>
<td>Personal Growth</td>
</tr>
<tr>
<td>Skinner</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Socialization</td>
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<tr>
<td>Tellegen</td>
<td>Positive Emotionality</td>
<td></td>
<td>Constraint</td>
<td>Negative Emotionality</td>
<td>Absorption</td>
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<td>Watson</td>
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<td></td>
<td></td>
<td></td>
<td>Socialization</td>
</tr>
<tr>
<td>Wiggins</td>
<td>Agency</td>
<td></td>
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<td></td>
<td>Communion</td>
</tr>
<tr>
<td>Zuckerman</td>
<td>Extraversion</td>
<td></td>
<td>Psychoticism, Impulsivity, Sensation Seeking (r)</td>
<td>Neuroticism (r)</td>
<td>Psychoticism, Impulsivity, Sensation Seeking</td>
</tr>
</tbody>
</table>

Note: (r) means "reversed scored" (This table is adapted from Digman (1997), Griffin & Bartholomew (1994), John (1990), and McCrae & Costa (1996).)
The Big Five traits are the most for getting an abstract, theoretical understanding of the big, over-arching domains of personality, and in understanding how different traits of personality relate to each other and how different research findings relate to each other. The Big-Five are important for understanding and interpreting an individual’s personality profile mainly in getting a broad overview of their personality make-up at highest level of personality organization (Ashton, 1998; Goldberg, 1999; Mershon & Gorsuch, 1988; Paunonen & Ashton, 2001). The Big Five factors are commonly measured by the NEO by McCrea and Costa. The Big Five factor model includes:-

- Emotional Stability and Neuroticism
- Extraversion and Introversion
- Intellect and openness to experience
- Agreeableness
- Conscientiousness (McCrae and Costa, 1976). Each Super trait is measured by six facets or subordinate traits, these are:

<table>
<thead>
<tr>
<th>N</th>
<th>E</th>
<th>O</th>
<th>A</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anxiety</td>
<td>Warmth</td>
<td>Fantasy</td>
<td>Trust</td>
<td>Competence</td>
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<tr>
<td>Angry-hostility</td>
<td>Gregariousness</td>
<td>Aesthetics</td>
<td>Straight forwardness</td>
<td>Order</td>
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<td>Depression</td>
<td>Assertiveness</td>
<td>Feelings</td>
<td>Altruism</td>
<td>Dutifulness</td>
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<td>Activity</td>
<td>Actions</td>
<td>Compliance</td>
<td>Achievement striving</td>
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<td>Impulsiveness</td>
<td>Excitement seeking</td>
<td>Ideas</td>
<td>Modesty</td>
<td>Discipline</td>
</tr>
<tr>
<td>Vulnerability</td>
<td>Positive emotion</td>
<td>Values</td>
<td>Tender mindedness</td>
<td>Deliberation</td>
</tr>
</tbody>
</table>

These above big five factors of personality structure are discussed and conceptualized as following:
Neuroticism: It represents individual differences in the tendency to experience distress. High neuroticism scores experience chronic negative affects and are prone to the development of a variety of psychiatric disorders. The recurrent nervous tension, frustration and irrational thinking, low self-esteem, poor control of impulses and carvings and somatic complaints. The person with a tendency towards neuroticism are more worried, temperamental and prone to sadness (Howard and Howard, 1998). Emotional stability is related to calm, stable and relaxed persons, whereas neuroticism is linked to anger, anxiousness and depression.

Extraversion and Introversion: The extraverts tend to be more physically and verbally active whereas the introverts are independent, reserved, steady and like being alone. The person in the middle of the dimension likes a mix between social situations and solitude (Howard and Howard, 1998). Extroversion is the outward turning of psychic energy toward the external world, while introversion refers to the inward flow of psychic energy towards the depths of the psyche. Extraversion is characterized by positive emotions, surgency, and tendency to seek out stimulation and the company of others. The trait is marked by pronounced engagement with the external world. Extraverts enjoy being with people and are often perceived as full of energy. They tend to be enthusiastic, action-oriented individuals who are likely to say “Yes!” or “Let’s go!” to opportunities for excitement. In groups they like to talk, assert themselves, and draw attention to themselves. Introverts lack the social exuberance and activity levels of extraverts. They tend to seem quiet, low-key, deliberate and less involved in the social world. Their lack of social involvement should not be interpreted as shyness or depression. Introverts simply need less stimulation than extroverts and more time alone. They may be very active and energetic, simply not socially.

Openness: People with a high openness have broader interests, are
liberal and like novelty. This factor relates to intellect, openness to new ideas, cultural interest, educational aptitude and creativity (Howard and Howard, 1998). These individuals are cultured, aesthetic, intellectual and open. It includes elements such as active imagination, sensitivity, attentiveness of inner feelings, preference for variety, intellectual curiosity and independence of judgment. It is also characterized by curiosity about both inner and outer worlds, accompanied by experimentally rich life, willingness to entertain novel ideas and inconvenience values and experiencing both positive and negative emotions in an intense manner. It is general appreciation for art, emotion, adventure, unusual ideas imagination and variety of experience. The trait distinguishes imaginative people from down-to-earth, conventional people. People who are open to experience are intellectually curious, appreciative of art and sensitive to beauty. They tend to be, compared to closed people, more creative and more aware of their feelings. They are more likely to hold unconventional beliefs. People with low scores to openness tend to have more conventional, traditional interests. They prefer the plain, straightforward and obvious over complex, ambiguous and subtle. They may regard the arts and sciences with suspicion or even view these endeavors as uninteresting.

**Agreeableness:** It is linked to altruism, nurturance, caring and emotional support versus hostility, indifference, self-centeredness and jealousy. Agreeable people are altruistic, gentle, kind, sympathetic and warm (Howard and Howard, 1998). It is a dimension that appears to involve the more humane aspects of humanity characteristics. It is a tendency to compassionate and cooperative rather than suspicious and antagonistic towards others. The trait reflects individual differences in general concern for social harmony. Agreeable individuals are value getting along with others. They are generally considerate, friendly, generous, helpful and willing to compromise their interests with others. Agreeable people also have an optimistic
view of human nature. They believe people are basically honest, decent and trustworthy. Disagreeable individuals place self-interest above getting along with others. They are generally unconcerned with others’ well-being, and are less likely to extend themselves for other people. Sometimes their skepticism about others’ motives causes them to be suspicious, unfriendly and uncooperative.

**Conscientiousness:** The conscientious, focused person is concentrating on only couple of goals and strives hard to perceive them. He is career oriented, while the flexible person is more impulsive and easier to persuade from one task to another (Howard and Howard, 1998). It has been linked to educational achievement and particularly to the will to achieve. The more conscientious a person is the more competent, dutiful, orderly, responsible and thorough he is. Conscientiousness has been drawn upon as a resource in situations where achievement is of important value i.e. in context of work, learning and education. The construct represents the drive to accomplish something, and it contains the characteristics necessary in such a pursuit: being organized, systematic, efficient, practical and steady. The trait shows a preference for planned rather than spontaneous behavior. It influences the way in which we control, regulate, and direct our impulses.

Hence personality structure conjures up images of the big five, traits of an individual that make his unique identity. It is possible to define personality structure as a complex and multidimensional model by identifying the individual in terms of these five traits. Keeping in view the importance of well-being and personality in human behaviour it would be useful to study these in case of teacher trainees.

### 1.3 Emergence of the Problem

The teaching profession is a profession of challenges in which teachers demonstrate or display their behaviour they may not feel. Teachers are expected to work according to the needs of the students
and are to motivate those students who do not like to study. The quality of teacher along with other factors depends upon the quality of training the teacher receives in the training institutions. The teacher education programme plays an important role in shaping and moulding the habits, manners and personality, well-being, effectiveness, self-esteem, teaching aptitude and attitude towards teaching etc. of teacher trainees to become good and successful teachers. Very few studies have been conducted to evaluate the well-being and personality structure but none study is found which totally related to the well-being and personality structure teacher trainees. Review of related literature revealed that there is lack of studies on various dimensions related to teacher trainees. So, consistent efforts are needed to substantiate the research studies in these particular domains. To the best knowledge of the investigator a very few studies related differently to well-being and personality structure which can be counted on finger tips have been reported on teacher trainees, so in order to fill up this gap in knowledge, the present study has been taken to investigate.

1.4 SIGNIFICANCE OF THE STUDY

Education in itself is a promoter of well-being and personality in the students. Through this study the investigator will try to find out the level of well-being and personality structure of teacher trainees so that on the basis of these results we can suggest the teacher trainees for further improvement and it can also be helpful to all the people who are engaged in B.Ed. training. So, in order to strengthen the role of teachers there is need to look at well-being and personality structure of teachers trainees. Hence it is worthwhile to undertake research problem entitled “Well-being and Personality Structure of Teacher Trainees in Punjab”.
1.5 STATEMENT OF THE PROBLEM
"WELL-BEING AND PERSONALITY STRUCTURE OF TEACHER TRAINEES IN PUNJAB".

1.6 OBJECTIVES OF THE STUDY
Following are the objectives of the study:

1. To construct and standardize well-being scale.
2. To study the well-being of teacher trainees in Punjab in terms of physical, mental, emotional, social and spiritual well-being.
3. To study the personality structure of teacher trainees in Punjab in terms of neuroticism, extroversion, openness, agreeableness and conscientiousness.
4. To study the well-being (physical, mental, emotional, social and spiritual) of teacher trainees in relation to different dimensions of personality structure i.e. neuroticism, extroversion, openness, agreeableness and conscientiousness.
5. To study relationship of well-being and personality structure of teacher trainees across their certain personal variables.

1.7 DELIMITATIONS OF THE STUDY
1. The present study will be delimited to Government and Government Aided Colleges of Education of Punjab state only.
2. Only those teacher trainees will be taken as sample that got admission under Punjab (85%) quota.
3. Sample will comprise only with certain personal variables like gender, location and stream of study.
4. Only analytical approach will be applied for analysis of data.
5. Social class, commerce group and educational qualifications will be excluded from this study.

1.8 OPERATIONAL TERMS DEFINED
1. Teacher Trainees: Teacher trainees are the prospective teachers who are pursuing B.Ed. for teaching secondary level classes. They may also be called pupil-teachers, student teachers. B.Ed. Course enables them to understand the educational philosophy, educational psychology, educational sociology, methodology of teaching different subjects, computer education, guidance and counseling and various work experiences etc.
2. **Well-being:** Well-being means not only by physically healthy but it connotes individual’s feeling of contentment, happiness, satisfaction with life experiences and one’s role in the world of work in terms of physical, mental, social, emotional and spiritual aspects. Physical well-being means a state of good health, mental or intellectual well-being means accepting new ideas and thoughts i.e. changing according to change in life, spiritual well-being means joy, peace, happiness and higher values of life, emotional well-being means a state of emotional stability and control which includes self-confidence, full of efficiency, trust in self and optimistic views about life and social well-being means good inter-personal relations in social phenomena.

3. **Personality Structure:** Personality structure means the traits or big five factors of an individual’s personality which are known as NEO or NEOAC where N is denoted for Neuroticism which represents individual differences in the tendency to experience distress, frustration and self-consciousness. E is for Extraversion which is denoted by habitual outgoingness, venturing forth with careless confidence in the external world and Introversion is reflected by a keen interest in one’s own psyche and often preferring to be alone. O is for Openness includes active imagination, aesthetic sensitivity, attentiveness of inner feelings and curiosity about both inner and outer worlds. A is for Agreeableness includes altruism, caring, emotional support and indifference to others. C is for Conscientiousness means being organized, systematic, efficient, practical and steady.

4. **Personal Variables:** Personal variables includes gender means whether the teacher trainee is male or female, location i.e. the residence area of teacher trainees means whether rural or urban. Stream of study means teaching subjects of teacher trainees during their B.Ed. Course.