CHAPTER - V

SUMMARY, CONCLUSIONS, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

5.1 SUMMARY

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, there by contributing in building a knowledgeable society. “Goodness” of an education programme 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, have become more complicated and tough. All this contributes to their well being and personality structure.

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 maximising 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.

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 characterised 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.

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 conceptualise it as a multifaceted domain of interest, rather than unitary construct (Pivot and Diener, 2003).

Diener, Lucas and Smith (2000) defined that subjective well-being is a broad category of phenomena that includes people’s emotional responses, domain of satisfactions and global judgments of life satisfaction, people’s emotional or affective responses (including both moods and emotions) represent ‘on line’ evaluations of events that are happening to them. Well being is also seen in terms of dimensions of attitudes, behaviours, thoughts and feelings which can enhance a subjective sense of well-being and influence the individual’s attention to self-care and compliance with medical regimens (Melamed, 2000).

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, 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, satisfaction with health, the experience of positive emotions, and the lack of chronic negative emotions.

In conclusion, we can say that well being is not only physical fitness, it includes wellness of all the aspects of human life like: 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.

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 is concerned about a person’s nature, qualities, inner aspects as well as outer appearance. The dynamic organization within the individual of those psycho-physical systems that determine his unique adjustment to his environment (Allport, 1961).

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.

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. The structure in terms of traits explains personality in simple terminology. Eysenck and Eysenck (1969) gave two dimensional descriptive model i.e. introversion-extroversion and neuroticism (stable-unstable) with some specific/unique traits.

Eysenck and Eysenck (1976) further expanded these to dimensions by adding third dimension of psychoticism. The emergence of big five factors of personality is based on Cattell’s original scales and Eysenckian model. The Big Five factor model includes Emotional Stability and Neuroticism, Extraversion and Introversion, Intellect and openness to experience, Agreeableness, Conscientiousness (McCrae and Costa, 1976).

**Neuroticism**: 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).

**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).

**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
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).

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 importance of well-being and personality in human behaviour it would be useful to study these in case of teacher trainees.

Solomon (1967), Kuhn (1982), Singh Gupta and Sen (1996) and Barrick, Mount and Judge (2001) found that extrovert teachers had much job satisfaction radical attitude towards education, values like social, political & Economic and success in job.


Austin, Deary & Willock (1999), Nateson (2003), Constantinos M. (2007) found significant relationship of personality structure with parents’ care, self concept, behaviour, approaches to learning, economic & political institutions, living places, gender and working conditions.

Weiss, Bates luciano (2008) found that subjective well being was accounted for by unique genetic influences from different personality
factors.

**Significance of the Study**

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. Many studies have been conducted to evaluate the well-being and personality structure of 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 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 lacuna, the present study has been taken to investigate. 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”.

**Statement of the Problem**

“WELL-BEING AND PERSONALITY STRUCTURE OF TEACHER TRAINEES
Objectives of the Study

Following are the objectives of the study:

6. To construct and standardize well-being scale.

7. To study the well-being of teacher trainees in Punjab in terms of physical, mental, emotional, social and spiritual well-being.

8. To study the personality structure of teacher trainees in Punjab in terms of neuroticism, extroversion, openness, agreeableness and conscientiousness.

9. 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.

10. To study relationship of well-being and personality structure of teacher trainees across their certain personal variables.

Hypotheses of the Study

The following hypotheses are formulated in order to fulfill the objectives:

1. There will be significant relationship of measures of well-being (physical, mental, emotional, social, spiritual and total well-being) of teacher trainees in Punjab with different dimensions of personality structure i.e. neuroticism, extroversion, openness, agreeableness and conscientiousness.

2.1 Measures of well-being (physical, mental, social, emotional, spiritual and total well-being) of female teacher trainees in Punjab will relate significantly with different dimensions of personality structure i.e. neuroticism, extraversion, openness, agreeableness and conscientiousness.

2.2 Measures of well-being (physical, mental, social, emotional, spiritual and total well-being) of male teacher trainees in Punjab will relate significantly with different dimensions of personality structure i.e. neuroticism, extraversion, openness, agreeableness and conscientiousness.
3.1 Measures of well-being (physical, mental, social, emotional, spiritual and total well-being) of teacher trainees who belong to rural area in Punjab will relate significantly with different dimensions of personality structure i.e. neuroticism, extraversion, openness, agreeableness and conscientiousness.

3.2 Measures of well-being (physical, mental, social, emotional, spiritual and total well-being) of teacher trainees who belong to urban area in Punjab will relate significantly with different dimensions of personality structure i.e. neuroticism, extraversion, openness, agreeableness and conscientiousness.

4.1 Measures of well-being (physical, mental, social, emotional, spiritual and total well-being) of teacher trainees who opt humanities as teaching subjects in Punjab will relate significantly with different dimensions of personality structure i.e. neuroticism, extraversion, openness, agreeableness and conscientiousness.

4.2 Measures of well-being (physical, mental, social, emotional, spiritual and total well-being) of teacher trainees who opt science as teaching subjects in Punjab will relate significantly with different dimensions of personality structure i.e. neuroticism, extraversion, openness, agreeableness and conscientiousness.

5.1 There will be no significant difference in magnitude of relationship of physical well-being with dimensions of personality structure i.e. neuroticism, extroversion, openness, agreeableness and conscientiousness for male and female teacher trainees in Punjab.

5.2 There will be no significant difference in magnitude of relationship of mental well-being with dimensions of personality structure i.e. neuroticism, extroversion, openness, agreeableness and conscientiousness for male and female teacher trainees in Punjab.

5.3 There will be no significant difference in magnitude of relationship of social well-being with dimensions of personality structure i.e. neuroticism, extroversion, openness, agreeableness and
conscientiousness for male and female teacher trainees in Punjab.

5.4 There will be no significant difference in magnitude of relationship of emotional well-being with dimensions of personality structure i.e. neuroticism, extroversion, openness, agreeableness and conscientiousness for male and female teacher trainees in Punjab.

5.5 There will be no significant difference in magnitude of relationship of spiritual well-being with dimensions of personality structure i.e. neuroticism, extroversion, openness, agreeableness and conscientiousness for male and female teacher trainees in Punjab.

5.6 There will be no significant difference in magnitude of relationship of total well-being with dimensions of personality structure i.e. neuroticism, extroversion, openness, agreeableness and conscientiousness for male and female teacher trainees in Punjab.

6.1 There will be no significant difference in magnitude of relationship of physical well-being with dimensions of personality structure i.e. neuroticism, extroversion, openness, agreeableness and conscientiousness for teacher trainees who belong to rural and urban area in Punjab.

6.2 There will be no significant difference in magnitude of relationship of mental well-being with dimensions of personality structure i.e. neuroticism, extroversion, openness, agreeableness and conscientiousness for teacher trainees who belong to rural and urban area in Punjab.

6.3 There will be no significant difference in magnitude of relationship of social well-being with dimensions of personality structure i.e. neuroticism, extroversion, openness, agreeableness and conscientiousness for teacher trainees who belong to rural and urban area in Punjab.

6.4 There will be no significant difference in magnitude of relationship of emotional well-being with dimensions of personality structure i.e. neuroticism, extroversion, openness, agreeableness and
conscientiousness for teacher trainees who belong to rural and urban area in Punjab.

6.5 There will be no significant difference in magnitude of relationship of spiritual well-being with dimensions of personality structure i.e. neuroticism, extroversion, openness, agreeableness and conscientiousness for teacher trainees who belong to rural and urban area in Punjab.

6.6 There will be no significant difference in magnitude of relationship of total well-being with dimensions of personality structure i.e. neuroticism, extroversion, openness, agreeableness and conscientiousness for teacher trainees who belong to rural and urban area in Punjab.

7.1 There will be no significant difference in magnitude of relationship of physical well-being with dimensions of personality structure i.e. neuroticism, extroversion, openness, agreeableness and conscientiousness for teacher trainees who opt humanities and science as teaching subjects in Punjab.

7.2 There will be no significant difference in magnitude of relationship of mental well-being with dimensions of personality structure i.e. neuroticism, extroversion, openness, agreeableness and conscientiousness for teacher trainees who opt humanities and science as teaching subjects in Punjab.

7.3 There will be no significant difference in magnitude of relationship of social well-being with dimensions of personality structure i.e. neuroticism, extroversion, openness, agreeableness and conscientiousness for teacher trainees who opt humanities and science as teaching subjects in Punjab.

7.4 There will be no significant difference in magnitude of relationship of emotional well-being with dimensions of personality structure i.e. neuroticism, extroversion, openness, agreeableness and conscientiousness for teacher trainees rural and urban area in

Punjab.

7.5 There will be no significant difference in magnitude of relationship of spiritual well-being with dimensions of personality structure i.e. neuroticism, extroversion, openness, agreeableness and conscientiousness for teacher trainees who opt humanities and science as teaching subjects in Punjab.

7.6 There will be no significant difference in magnitude of relationship of total well-being with dimensions of personality structure i.e. neuroticism, extroversion, openness, agreeableness and conscientiousness for teacher trainees who opt humanities and science as teaching subjects in Punjab.

8.1 Physical, mental, social, emotional, spiritual and total well-being of teacher trainees in Punjab will differ significantly across neuroticism vs emotional stability the dimension of personality structure on the basis of gender.

8.2 Physical, mental, social, emotional, spiritual and total well-being of teacher trainees in Punjab will differ significantly across extraversion vs introversion the dimension of personality structure on the basis of gender.

8.3 Physical, mental, social, emotional, spiritual and total well-being of teacher trainees in Punjab will differ significantly across openness vs reserved the dimension of personality structure on the basis of gender.

8.4 Physical, mental, social, emotional, spiritual and total well-being of teacher trainees in Punjab will differ significantly across agreeableness vs non-agreeableness the dimension of personality structure on the basis of gender.

8.5 Physical, mental, social, emotional, spiritual and total well-being of teacher trainees in Punjab will differ significantly across conscientiousness vs non-conscientiousness the dimension of personality structure on the basis of gender.
9.1 Physical, mental, social, emotional, spiritual and total well-being of teacher trainees in Punjab will differ significantly across neuroticism vs emotional stability the dimension of personality structure on the basis of location.

9.2 Physical, mental, social, emotional, spiritual and total well-being of teacher trainees in Punjab will differ significantly across extraversion vs introversion the dimension of personality structure on the basis of location.

9.3 Physical, mental, social, emotional, spiritual and total well-being of teacher trainees in Punjab will differ significantly across openness vs reserved the dimension of personality structure on the basis of location.

9.4 Physical, mental, social, emotional, spiritual and total well-being of teacher trainees in Punjab will differ significantly across agreeableness vs non-agreeableness the dimension of personality structure on the basis of location.

9.5 Physical, mental, social, emotional, spiritual and total well-being of teacher trainees in Punjab will differ significantly across conscientiousness vs non-conscientiousness the dimension of personality structure on the basis of location.

10.1 Physical, mental, social, emotional, spiritual and total well-being of teacher trainees in Punjab will differ significantly across neuroticism vs emotional stability the dimension of personality structure on the basis of stream.

10.2 Physical, mental, social, emotional, spiritual and total well-being of teacher trainees in Punjab will differ significantly across extraversion vs introversion the dimension of personality structure on the basis of stream.

10.3 Physical, mental, social, emotional, spiritual and total well-being of teacher trainees in Punjab will differ significantly across openness vs reserved the dimension of personality structure on the basis of
stream.

10.4 Physical, mental, social, emotional, spiritual and total well-being of teacher trainees in Punjab will differ significantly across agreeableness vs non-agreeableness the dimension of personality structure on the basis of stream.

10.5 Physical, mental, social, emotional, spiritual and total well-being of teacher trainees in Punjab will differ significantly across conscientiousness vs non-conscientiousness the dimension of personality structure on the basis of stream.

**Delimitations of the Study**

1. The present study will be delimited to aided and government colleges of Education of Punjab state only.
2. Only those teacher trainees will be taken as sample who got admission under Punjab (85%) quota.
3. Sample will comprise only with certain personal variables like gender, location and social class.
4. Only analytical approach will be applied for analysis of data.

**Operational Terms Defined**

1. Teacher trainees are the prospective teachers who are pursuing B.Ed. for teaching secondary level classes.
2. 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 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 organised, systematic, efficient, practical and steady.

4. Personal Variables includes gender means whether the teacher trainee is male or female, location i.e. the residence area of teacher trainees, stream means the teaching subjects which the teacher trainees opt during B.Ed. course.

Sample

As it is not possible to cover all the teacher trainees of B.Ed. class under different universities of Punjab. The sample of the study will consist of 1000 teacher trainees randomly selected from different aided and government colleges of Education in the state of Punjab.

Tools

1. The NEO Five Factor Personality Inventory by McCrae and Costa (1985).
2. Well-being Scale will be developed by the investigator herself.
3. Personal Data Sheet will be prepared by the investigator herself.

Design of the Study
The study will be conducted under two phases.

In Phase-I, Well-being scale will be developed on the sample of five hundred teacher trainees to measure the various dimensions of well-being i.e. physical well-being means wellness of health, mental well-being means acceptance of new ideas, spiritual well-being means happiness and higher values of life, emotional well-being means state of self control and confidence and social well-being means good interpersonal relationships. To standardize this scale reliability and validity will also be established.

In Phase-II, Descriptive method of research will be used for the conduct of present study. The present investigation is designed to determine well-being and personality structure of teacher trainees. This study will also determine the different dimensions of well-being like physical, mental, emotional, social and spiritual well-being. These dimensions will be measured through a scale which will be developed by the investigator. To determine the personality structure Five Factor Inventory (FFI) developed by McCrae and Costa will be used. After this measurements of well-being of teacher trainees in relation to their personality structure and measurements of well-being and personality structure of teacher trainees in relation to their gender and area of residence will also be determined. While measuring well-being of teacher-trainees in relation to their personality structure, dimensions of well-being like physical, mental, emotional, social, spiritual well being will be dependent variables. Personal data sheet will include the personal information about the teacher trainees like their name, age, sex, educational qualifications of their parents and area of their residence.

**Method and Procedure**

The information and data so collected was recorded in tabular form for statistical analysis to give meaning to it. Descriptive statistic was used to check the normality of scores. Frequency distribution was prepared. Mean, median, standard deviation, skewness and kurtosis were computed for the
measure of well-being and dimensions of personality structure to find out the nature of scores distribution.

As, present investigation is primarily designed to determine well-being and personality structure of teacher trainees in Punjab. Therefore Pearson’s product moment method of co-relational analysis was applied to determine the relationship between well-being as dependent and personality structure as independent variables. Fisher’s ‘z’ score was used to study the difference between two ‘\( r \)’. The analysis of variance and t-ratios were used to find out difference in well-being of teacher trainees in terms of low and high scores of different dimensions of personality structure and also type of gender, location and stream.

5.2 SCHEMATIC PRESENTATION OF RESULTS

For the sake of convenience and keeping in view the nature and objectives of the study, the results have been presented in three sections:
A. Frequency Distribution
B. Correlation Approach
C. Analytical Approach

(A) Frequency Distribution

The frequency distribution of measures of well-being (physical, mental, social, emotional, spiritual and total well-being) and dimensions of personality structure (neuroticism, extraversion, openness, agreeableness and conscientiousness) scores of teacher trainees of Punjab along with mean, median, mode, SD, skewness and kurtosis values show the approximately normally distributed scores.

The skewness values of well-being scale have found that all the variables are positively skewed. Maximum positive skewness (.572) is that of total well-being and minimum skewness (.298) is for mental well-being. The skewness values for neuroticism, extraversion, openness, agreeableness and conscientiousness dimensions of personality structure are being moderately skewed. It may be concluded that distribution of score for all measures is
symmetrical and skewness is within the normal limits of acceptance (Garret, 1981).

All the values of Kurtosis for total and measures of well-being indicate platy-kurtic distribution. The values of Kurtosis for neuroticism, extraversion and conscientiousness show platy-kurtic distribution whereas openness and agreeableness indicate lepto-kurtic distribution. Overview of the above results suggests that the distribution of scores of different variables closely approximated the normal distribution and therefore, these variables may be considered as normally distributed.

(B). Correlational Approach

Pearson’s co-efficient of correlation method was worked out to study the interrelationship between different variables.

1. There is no significant relationship of well-being (physical well-being, mental well-being, social well-being, emotional well-being, spiritual well-being and total well-being) with neuroticism and conscientiousness.

2. Significant positive relationship of mental well-being, emotional well-being and total well-being with extraversion is found.

3. There are significant positive correlations of mental, social, emotional well-being and total well-being with openness the dimension of personality structure.

4. Significant positive relationship of mental well-being and emotional well-being with agreeableness is found.

Thus hypothesis (1) “*There will be significant relationship of measures of well-being (physical, mental, emotional, social, spiritual and total well-being) of teacher trainees in Punjab with different dimensions of personality structure i.e. neuroticism, extroversion, openness, agreeableness and conscientiousness*” is partially accepted.

5. Only significant but negative relationship of mental well-being (r=-.080*; p<.05) with neuroticism is found among the female teacher
trainees in Punjab.

No significant relationship of extraversion, agreeableness and conscientiousness with well-being (physical well-being, mental well-being, social well-being, emotional well-being, spiritual well-being and total well-being) respectively is found. Only significant positive relationship of social well-being of female teacher trainees with openness is found.

Thus hypothesis (2.1), “Measures of well-being (physical, mental, social, emotional, spiritual and total well-being) of female teacher trainees in Punjab will relate significantly with different dimensions of personality structure i.e. neuroticism, extraversion, openness, agreeableness and conscientiousness” is partially accepted.

6. There is no significant relationship of well-being (physical well-being, mental well-being, social well-being, emotional well-being, spiritual well-being and total well-being) with neuroticism of male teacher trainees. There are significant positive correlations of mental well-being, social well-being, emotional well-being, spiritual well-being and total well-being with extraversion and openness the dimension of personality structure. Agreeableness has significant positive relationship with mental well-being, emotional well-being, and total well-being. Significant positive relationship of mental well-being, spiritual well-being and total well-being with conscientiousness is found.

Thus hypothesis, “Measures of well-being (physical, mental, social, emotional, spiritual and total well-being) of male teacher trainees in Punjab will relate significantly with different dimensions of personality structure i.e. neuroticism, extraversion, openness, agreeableness and conscientiousness” is partially accepted.

7. There is no significant relationship of well-being (physical well-being, mental well-being, social well-being, emotional well-being, spiritual well-being and total well-being) with neuroticism, extraversion,
openness, agreeableness and conscientiousness the dimensions of personality structure of teacher trainees who belong to rural areas in Punjab.

So hypothesis (3.1), “Measures of well-being (physical, mental, social, emotional, spiritual and total well-being) of teacher trainees who belong to rural area in Punjab will relate significantly with different dimensions of personality structure i.e. neuroticism, extraversion, openness, agreeableness and conscientiousness” is not accepted.

8. Non-significant relationship of neuroticism and conscientiousness with measures of well-being (physical well-being, mental well-being, social well-being, emotional well-being, spiritual well-being and total well-being) is found.

Significant positive relationship of mental well-being, emotional well-being and total well-being with extraversion of teacher trainees who belong to urban areas in Punjab is found. Openness and agreeableness has significant positive relationship with mental well-being, social well-being, emotional well-being and total well-being.

So hypothesis (3.2), “Measures of well-being (physical, mental, social, emotional, spiritual and total well-being) of teacher trainees who belong to urban area in Punjab will relate significantly with different dimensions of personality structure i.e. neuroticism, extraversion, openness, agreeableness and conscientiousness” is partially accepted.

9. There is no significant relationship of measures of well-being (physical well-being, mental well-being, social well-being, emotional well-being, spiritual well-being and total well-being) with neuroticism, extraversion and conscientiousness teacher trainees who opt humanities as teaching subject in Punjab. Significant positive relationship of mental well-being, social well-being, emotional well-being, and total well-being with openness is found. Agreeableness is positively related with mental well-being and emotional well-being.

Therefore hypothesis (4.1), “Measures of well-being (physical,
mental, social, emotional, spiritual and total well-being) of teacher trainees who opt humanities as teaching subjects in Punjab will relate significantly with different dimensions of personality structure i.e. neuroticism, extraversion, openness, agreeableness and conscientiousness” is partially accepted.

10. There is no significant relationship of measures of well-being (physical well-being, mental well-being, social well-being, emotional well-being, spiritual well-being and total well-being) with neuroticism, agreeableness and conscientiousness of teacher trainees who opt science as teaching subject in Punjab. Mental well-being, spiritual well-being and total well-being has significant positive correlation with extraversion of teacher trainees who opt science as teaching subject in Punjab. Significant positive relationship of emotional well-being, spiritual well-being and total well-being with openness is found.

Therefore hypothesis (4.2), “Measures of well-being (physical, mental, social, emotional, spiritual and total well-being) of teacher trainees who opt science as teaching subjects in Punjab will relate significantly with different dimensions of personality structure i.e. neuroticism, extraversion, openness, agreeableness and conscientiousness” is partially accepted.

11. Significance of Difference in Magnitude of Relationships Across Gender, Location and Stream

To study the significance of difference between two ‘r’s’, the formula of Fisher’s z for significant of difference between two ‘r’s’ was applied.

(i) No significance difference between the relationship of physical well-being with measures of personality structure among male and female teacher trainees i.e. across gender.

Hence hypothesis (5.1), “There will be no significant difference in magnitude of relationship of physical well-being with dimensions of personality structure i.e. neuroticism, extroversion, openness,
agreeableness and conscientiousness for male and female teacher trainees in Punjab” is fully accepted.

(ii) On the basis of these results it may be concluded that the relationship between mental well-being and extraversion, agreeableness and conscientiousness is stronger in case of male teacher trainees in Punjab.

Therefore hypothesis (5.2), “There will be no significant difference in magnitude of relationship of mental well-being with dimensions of personality structure i.e. neuroticism, extroversion, openness, agreeableness and conscientiousness for male and female teacher trainees in Punjab” is partially accepted.

(iii) The relationship between social well-being and extraversion is stronger as compared to other dimensions of personality structure in case of male teacher trainees in Punjab.

So hypothesis (5.3), “There will be no significant difference in magnitude of relationship of social well-being with dimensions of personality structure i.e. neuroticism, extroversion, openness, agreeableness and conscientiousness for male and female teacher trainees in Punjab” is partially accepted.

(iv) The relationship between emotional well-being and extraversion, openness and agreeableness is stronger as compared to other dimensions of personality structure in case of male teacher trainees in Punjab.

Hence hypothesis (5.4), “There will be no significant difference in magnitude of relationship of emotional well-being with dimensions of personality structure i.e. neuroticism, extroversion, openness, agreeableness and conscientiousness for male and female teacher trainees in Punjab” is partially accepted.

(v) The relationship between spiritual well-being and all the dimensions of personality structure is stronger except neuroticism in case of male teacher trainees in Punjab.
Hence hypothesis (5.5), “There will be no significant difference in magnitude of relationship of spiritual well-being with dimensions of personality structure i.e. neuroticism, extroversion, openness, agreeableness and conscientiousness for male and female teacher trainees in Punjab” is partially accepted.

(vi) The relationship between total well-being and all the dimensions of personality structure is stronger except neuroticism in case of male teacher trainees in Punjab.

Hence hypothesis (5.6), “There will be no significant difference in magnitude of relationship of spiritual well-being with dimensions of personality structure i.e. neuroticism, extroversion, openness, agreeableness and conscientiousness for male and female teacher trainees in Punjab” is partially accepted.

(vii) There is no significance difference between two ‘r,’ of measures of well-being (physical, mental, social spiritual and total well-being) and measures of personality structure across the location.

Hence hypotheses 6.1, 6.2, 6.3, 6.5 & 6.6 are fully accepted.

(viii) The relationship between emotional well-being and agreeableness is stronger as compared to other dimensions of personality structure in case of teacher trainees who belong to urban areas in Punjab.

Hence hypothesis 6.4, “There will be no significant difference in magnitude of relationship of emotional well-being with dimensions of personality structure i.e. neuroticism, extroversion, openness, agreeableness and conscientiousness for teacher trainees who belong to rural and urban area in Punjab” is partially accepted.

(ix) The relationship between physical well-being and agreeableness is stronger as compared to other dimensions of personality structure in case of teacher trainees who opt science as teaching subject.

Therefore hypothesis 7.1, “There will be no significant difference in magnitude of relationship of physical well-being with dimensions of personality structure i.e. neuroticism, extroversion, openness,
agreeableness and conscientiousness for teacher trainees who opt 
humanities and science as teaching subjects in Punjab” is partially 
accepted.

(x) There is no significance difference between two ‘r’s’ of measures of 
well-being (mental, social, emotional and total well-being) and 
measures of personality structure across the stream.

Therefore hypotheses 7.2, 7.3, 7.4 & 7.6 are fully accepted.

(xi) The relationship between spiritual well-being and extraversion, 
openness and conscientiousness is stronger as compared to other 
dimensions of personality structure in case of teacher trainees who 
opt science as a teaching subject.

Therefore hypothesis 7.5 is partially accepted.

(C) Analytical Approach

Well-being of Teacher Trainees in Relation to Personality Structure on 
the Basis of Gender, Location and Stream.

Well-being of teacher trainees was studied, considering interaction 
effects of well-being and personality structure on the basis of gender, 
location and stream.

The mean well-being scores of teacher trainees on low and high scores 
of neuroticism, extraversion, openness, agreeableness and 
conscientiousness the dimensions of personality structure in terms of 
gender, location and stream along with their SDs are calculated.

In order to find out the significance of main and interaction effects of 
gender and neuroticism, extraversion, openness, agreeableness and 
conscientiousness dimensions of personality on well-being, two way 
alyses of variance were worked out. The summary of results is given as 
following:-

- It is clear from the results that teacher trainees with low score on the 
  neuroticism scale i.e. emotionally stable teacher trainees have better 
  well-being what so ever the gender, location and stream. But with
high score on other dimensions of personality structure (extraversion, openness, agreeableness and conscientiousness scale) teacher trainees have better well-being what so ever the gender, location and stream.

- It is concluded that with low score on neuroticism scale i.e. emotionally stable female teacher trainees have better physical, mental and total well-being as compared to their counterparts. But, with high score on neuroticism scale male teacher trainees have better physical, social, emotional and spiritual well-being as compared to female teacher trainees. It is also revealed that as whole male teacher trainees have better physical, social, emotional and spiritual well-being than female teacher trainees except mental and total well-being on neuroticism scale.

- With low score on extraversion scale i.e. introvert female teacher trainees have better mental, social, emotional, spiritual and total well-being as compared to male teacher trainees. It is also concluded that on high score on extraversion scale i.e. extrovert male teacher trainees have better physical, mental, social, emotional, spiritual and total well-being as compared to their counterparts. As whole male teacher trainees have better physical, spiritual and total well-being than female teacher trainees except mental, social and emotional well-being on extraversion scale.

- It is concluded that on low score on openness scale i.e. reserved female teacher trainees have better mental, social, emotional, spiritual and total well-being as compared to male teacher trainees. With high score on openness male teacher trainees have better physical, mental, emotional, spiritual and total well-being as compared to their counterparts except social well-being. As whole male teacher trainees have better physical, emotional, spiritual and total well-being than female teacher trainees except mental and social well-being on openness scale.
• It is clear that on low score on agreeableness scale i.e. non-agreeable female teacher trainees have better mental, social, emotional and total well-being as compared to male teacher trainees. It is concluded that on high score on agreeableness scale i.e. agreeable male teacher trainees have better physical, mental, social, emotional, spiritual and total well-being as compared to their counterparts. It is also clear that as whole male teacher trainees have better physical, emotional, spiritual and total well-being than female teacher trainees except mental and social well-being on agreeableness scale.

• With low score on conscientiousness scale i.e. non-conscientious male teacher trainees have better physical, mental and total well-being as compared to their counterparts. With high score on conscientiousness scale i.e. conscientious female trainees have better mental, social, emotional and total well-being as compared to their counterparts. It is also revealed from the results that female teacher trainees have better mental, social, emotional and total well-being than male teacher trainees except physical and spiritual on conscientiousness scale.

• On neuroticism scale, there is significant mean difference is found of mental well-being and total well-being of teacher trainees on the basis of gender.

• On extraversion scale, there is significant mean difference is found of physical well-being of teacher trainees on the basis of gender.

• On openness scale, there is significant mean difference is found of spiritual well-being of teacher trainees on the basis of gender.

• On agreeableness scale, there is no significant mean difference is found of measures of well-being of teacher trainees on the basis of gender.

• On conscientiousness scale there is significant mean difference is found of mental well-being, social well-being and emotional well-being of teacher trainees on the basis of gender.

• Significant mean difference is found of physical well-being, mental
well-being, social well-being, emotional well-being and total well-being of male and female teacher trainees on the basis of neuroticism.

- There is significant mean difference of mental well-being, emotional well-being and total well-being of male and female teacher trainees on the basis of extraversion.

- Significant mean difference is found of mental well-being, social well-being, emotional well-being and total well-being of male and female teacher trainees on the basis of openness and agreeableness.

- No significant mean difference is found of measures of well-being of male and female teacher trainees on the basis of conscientiousness.

- The F-values for the main effects their interaction effect (gender x neuroticism), (gender x openness) and (gender x agreeableness) on physical well-being, mental well-being, social well-being, emotional well-being, spiritual well-being and total well-being of teacher trainees are found not significant.

- The non-significant main effect of gender on emotional well-being, spiritual well-being and total well-being is dependent on low and high levels of extraversion scale. In case of introvert (lower level of extraversion) female teacher trainees show higher level of emotional, spiritual and total well-being than male teacher trainees, though not significantly. On the other hand male teacher trainees exhibit significant higher level of emotional, spiritual and total well-being than female teacher trainees in case of higher level of extraversion. As a whole the gender differentials are in opposite direction at low and high levels of extraversion scale. In case of male have significant better emotional and total well-being, but such differences are not significant in case of female group of teacher trainees. Although male have better spiritual well-being than the female group of teacher trainees, but in both cases differences are not significant.

- The non-significant main effect of gender on mental well-being is dependent on low and high levels of conscientiousness scale. In case
of lower level of conscientiousness male teacher trainees show higher level of mental well-being than female teacher trainees, though not significantly. On the other hand female teacher trainees exhibit significant higher level of mental well-being than male teacher trainees in case of higher level of conscientiousness. As a whole the gender differentials are in opposite direction at low and high levels of conscientiousness scale. In both cases, male and female teacher trainees have significant better mental well-being.

- The non-significant main effect of gender on spiritual well-being is dependent on low and high levels of conscientiousness scale. In case of lower level of conscientiousness female teacher trainees show higher level of spiritual well-being than male teacher trainees, which is significant at .05 level. On the other hand male teacher trainees exhibit significant higher level of spiritual well-being than female teacher trainees in case of higher level of conscientiousness. As a whole the gender differentials are in opposite direction at low and high levels of conscientiousness scale. In both cases, male and female teacher trainees have significant better spiritual well-being.

- The non-significant main effect of gender on total well-being is dependent on low and high levels of conscientiousness scale. In case of lower level of conscientiousness scale male teacher trainees show higher level of total well-being than male teacher trainees, though not significantly. On the other hand female teacher trainees exhibit significant higher level of total well-being than male teacher trainees in case of higher level of conscientiousness scale. As a whole the gender differentials are in opposite direction at low and high levels of conscientiousness scale. In case of female have significant better total well-being, but such differences are not significant in case of male group of teacher trainees.

So, the hypotheses 8.1 to 8.5 are partially accepted.

- It is concluded that on low score on neuroticism scale i.e. emotionally
stable teacher trainees who belong to urban area have better physical, social, emotional and total well-being as compared to their counterparts. On high score on neuroticism scale teacher trainees who belong to rural area have better physical, social, emotional and total well-being as compared to their counterparts, but with high score on neuroticism scale teacher trainees who belong to urban area have better mental and spiritual well-being as compared to teacher trainees who belong to rural area. It is also clear that as a whole on neuroticism scale teacher trainees who belong to rural area have better physical, mental, social, emotional and total well-being as compared to teacher trainees who belong to rural area except spiritual well-being.

- It is clear that on low score on extraversion scale i.e. introvert teacher trainees who belong to urban area have better physical, mental, social, emotional, spiritual and total well-being as compared to their counterparts. With high score on extraversion scale i.e. extrovert teacher trainees who belong to urban area have better mental, social, emotional, spiritual and total well-being as compared to teacher trainees who belong to rural area. As a whole on extraversion scale teacher trainees who belong to urban area have better mental, social, emotional, spiritual and total well-being as compared to teacher trainees who belong to rural area except physical well-being.

- It is revealed from the results that on low score on openness scale i.e. reserved teacher trainees who belong to rural area have better mental, emotional and total well-being as compared to their counterparts. On the other hand with high score on openness scale teacher trainees who belong to urban area have better mental, social, emotional, spiritual and total well-being as compared to teacher trainees who belong to rural area. As a whole on openness scale teacher trainees who belong to urban area have better physical, mental, social, emotional, spiritual and total well-being as compared to teacher
trainees who belong to rural area.

- It can be concluded that on low score of agreeableness scale i.e. non-agreeable teacher trainees who belong to rural area have better physical, mental, social, emotional and total well-being as compared to their counterparts. On the other hand with high score of agreeableness scale teacher trainees who belong to urban area have better mental, social, emotional, spiritual and total well-being as compared to their counterparts. As a whole on openness scale teacher trainees who belong to rural area have better physical, mental, social, emotional and total well-being as compared to teacher trainees who belong to urban area except spiritual well-being.

- It is clear that on low score of conscientiousness scale i.e. non-conscientious teacher trainees who belong to urban area have better physical, mental, spiritual and total well-being as compared to their counterparts. On the other hand teacher trainees who belong to rural area have better physical and emotional well-being as compared to teacher trainees who belong to urban area on high score of conscientiousness scale. As a whole on conscientiousness scale teacher trainees who belong to rural area have better physical, social and emotional well-being as compared to teacher trainees who belong to urban area except mental, spiritual and total well-being.

- On neuroticism, openness, agreeableness and conscientiousness scale, there is no significant mean difference is found of measures of well-being of teacher trainees on the basis of location.

- On extraversion scale there is significant difference is found of spiritual well-being and total well-being of teacher trainees on the basis of location.

- No significant mean difference is found of measures of well-being of teacher trainees who belong to rural and urban areas on the basis of neuroticism, extraversion and conscientiousness.

- There is significant mean difference of social well-being, spiritual well-
being and total well-being of teacher trainees on the basis of openness.

- Significant mean difference is found of mental well-being, social well-being and emotional well-being of teacher trainees on the basis of agreeableness.

- The F-values for the main effects their interaction effect (location x neuroticism), (location x extraversion) and (location x conscientiousness) on physical well-being, mental well-being, social well-being, emotional well-being, spiritual well-being and total well-being of teacher trainees are found not significant.

- The non-significant main effect of location on emotional and total well-being is dependent on low and high levels of openness scale. In case of lower level of openness teacher trainees who belong to rural area show higher level of emotional well-being than teacher trainees who belong to urban area, though not significantly. On the other hand teacher trainees who belong to urban area exhibit significant higher level of emotional and total well-being than teacher trainees who belong to rural area in case of higher level of openness. As a whole the locale differentials are in opposite direction at low and high levels of openness scale. In case of teacher trainees who belong to urban area have significant better emotional well-being as than teacher trainees who belong to rural area.

- The non-significant main effect of location on emotional well-being is dependent on low and high levels of agreeableness scale. In case of lower level of agreeableness teacher trainees who belong to rural area show higher level of emotional well-being than teacher trainees who belong to urban area. On the other hand teacher trainees who belong to urban area exhibit significant level of emotional well-being than teacher trainees who belong to rural area in case of higher level of agreeableness. As a whole the locale differentials are in opposite direction at low and high levels of agreeableness scale. In case of
teacher trainees who belong to urban area have significant better emotional well-being than teacher trainees who belong to rural area. So, the hypotheses 9.1 to 9.5 are partially accepted.

- It is concluded that on low score of neuroticism scale i.e. emotionally stable teacher trainees who opted science subjects have better physical, social, emotional and spiritual well-being as compared to their counterparts. On the other hand with high score on neuroticism scale teacher trainees who opted humanities subjects have better social, emotional, spiritual and total well-being as compared to teacher trainees who opted science subjects on high score of neuroticism scale. It is also clear that as a whole on neuroticism scale teacher trainees who opted science subjects have better physical, social, emotional and spiritual well-being as compared to teacher trainees who opted humanities subjects except mental and total well-being.

- It is concluded that with low score on extraversion scale i.e. introvert teacher trainees who opted humanities subjects have better physical, mental, social, emotional, spiritual and total well-being as compared to teacher trainees who opted science subjects. It is revealed that with high score on extraversion scale i.e. extrovert teacher trainees who opted science subjects have better physical, emotional, spiritual and total well-being as compared to their counterparts. It is revealed that as a whole on extraversion scale teacher trainees who opted humanities subjects have better mental, social, emotional and total well-being than the teacher trainees who opted science subjects except physical and spiritual well-being.

- It is concluded that on low score of openness scale i.e. reserved teacher trainees who opted humanities subjects have better mental, social, emotional, spiritual and total well-being as compared to their counterparts. It is also clear that with high score on openness scale teacher trainees who opted science subjects have better physical,
emotional, spiritual and total well-being as compared to their counterparts. As whole teacher trainees who opted science subjects have better physical, spiritual well-being and total well-being than teacher trainees who opted humanities subjects except mental, social and emotional well-being.

- With low score of agreeableness scale i.e. non-agreeable teacher trainees who opted science subjects have better physical, mental, social, spiritual and total well-being as compared to their counterparts. With high score of agreeableness scale teacher trainees who opted humanities subjects have better mental, social, emotional and total well-being as compared to their counterparts. As whole on agreeableness scale teacher trainees who opted science subjects have better physical, mental and spiritual well-being than teacher trainees who opted humanities subjects except social, emotional and total well-being.

- With low score of conscientiousness scale i.e. non-conscientious teacher trainees who opted humanities subjects have better mental, social, emotional, spiritual and total well-being as compared to their counterparts. It is concluded that on high score of conscientiousness scale i.e. conscientious teacher trainees who opted humanities subjects have better physical, mental, social, emotional and total well-being as compared to their counterparts. As whole on conscientiousness scale teacher trainees who opted humanities subjects have better mental, social, emotional and total well-being than teacher trainees who opted science subjects except physical and spiritual well-being.

- On neuroticism, openness and agreeableness scale, there is no significant mean difference is found of measures of well-being of teacher trainees on the basis of stream.

- On extraversion and conscientiousness scale, there is significant difference of social well-being of teacher trainees on the basis of
stream.

- There is significant difference of spiritual well-being of teacher trainees on the basis of neuroticism.
- There is significant difference of mental well-being, emotional well-being and spiritual well-being of teacher trainees on the basis of extraversion.
- There is significant difference of social well-being, emotional well-being and total well-being of teacher trainees on the basis of openness.
- There is significant difference of mental well-being, social well-being and emotional well-being of teacher trainees on the basis of agreeableness.
- There is significant difference of social well-being and spiritual well-being of teacher trainees on the basis of conscientiousness.
- The F-values for the main effects their interaction effect (stream x neuroticism), (stream x openness) and (stream x agreeableness) on physical well-being, mental well-being, social well-being, emotional well-being, spiritual well-being and total well-being of teacher trainees are found not significant.
- The non-significant main effect of stream on spiritual well-being is dependent on low and high levels of extraversion scale. In case of lower level of extraversion teacher trainees who opted humanities subjects show higher level of spiritual well-being than teacher trainees who opted science subjects, though not significantly. On the other hand teacher trainees who opted science subjects exhibit significant higher level of spiritual well-being than teacher trainees who opted humanities subjects in case of higher level of extraversion. As a whole the stream differentials are in opposite direction at low and high levels of extraversion scale. In case of teacher trainees who opted science subjects have significant better spiritual well-being than teacher trainees who opted humanities subjects.
The non-significant main effect of stream on spiritual well-being is dependent on low and high levels of conscientiousness scale. In case of lower level of conscientiousness teacher trainees who opted humanities subjects show higher level of spiritual well-being than teacher trainees who opted science subjects, though not significantly. On the other hand teacher trainees who opted science subjects exhibit significant higher level of spiritual well-being than teacher trainees who opted humanities subjects in case of higher level of conscientiousness. As a whole the stream differentials are in opposite direction at low and high levels of conscientiousness scale. In case of teacher trainees who opted science subjects have significant better spiritual well-being than teacher trainees who opted humanities subjects.

So, the hypotheses 10.1 to 10.5 are partially accepted.

**Discussion of Results**

The results of present study revealed that measures of well-being (mental, social, emotional, spiritual and total well-being are significantly related to extraversion, openness and agreeableness the dimensions of personality structure to some extent. Eysenck and Eysenck, 1985; Okum and Linda, 1984; Singh, 1995; Sharma, 2002; Weiss, Bates, Luciano, 2008 observed that dimensions of personality structure affect the well-being of an individual through different aspects.

The present study indicates that there is significant mean difference in the scores of well-being and different dimensions of personality structure of teacher trainees on the basis of gender. The male and female differ significantly in their well-being (Andrews, 1991; Sehgal and Sharma, 1998; Wood et al. 2007; Gill, 2007; Rani, 2008; Sahoo and Mohapatra, 2009; Shrimathithi and Kiran Kumar, 2010) but O'Rurke (1986), Moorjani and Geryani (2004), Kaur (2007), Mohan (2007), Kalia and Sahoo (2010) found no gender differences. The male and female differ significantly in their

Another result of this study is that there is no significant mean difference in the well-being scores of teacher trainees on the basis of location. Aggarwal (2004), Kaur (2008) also found no significant difference due to locale.

The present study revealed that there is significant mean difference in the scores of well-being and dimensions of personality structure of teacher trainees on the basis of stream. Ramesh (2009) studied significant difference in well-being of college students studying in different subjects i.e. arts, science and commerce etc. P. Rama Rao (1985), Raina (1990), Sharma (2000) and Toong (2007) found that personality dimensions are significantly different due to stream but Nagarjuna and Mamidenna (2008) reported no such type of significant relationship.

5.3 EDUCATIONAL IMPLICATIONS

1. It is clear from the above findings that personality structure of teacher trainees determines their well-being. So, proper care should be taken to develop their personality for the progress of education system. As if the future teachers have balanced personality and better well-being they can teach their students in a right manner and direction, for this proper training and personality development programmes should be organized for them.

2. Government must take concrete steps to develop an environment for the healthy and effective training of teachers. It must be recognized that teacher trainees are the most valuable assets of a society and their well-being and personality are the most critical factors for the effective functioning of education system.
3. Higher authorities as state government, universities and NCTE should set the curricula and make educational policies which improve the well-being, personality and teaching efficiency of teacher trainees as they can perform their duties effectively:
   i). Teacher trainees should be provided proper training.
   ii). They should be provided congenial environment in their training colleges i.e. B.Ed. Colleges
   iii). Teacher trainees should be given more independence, respect and say in the decision making.
   iv). Boost the confidence of the teacher trainees by way of providing better organizational conditions.

4. Psychologists, educationists and counselors should help to improve the well-being and personality structure of teacher trainees by providing their guidance and through organizing various programmes related to their overall development.

5. As the teacher is known as nation builder, so he/she should be well-trained and have an effective and balanced personality with high sense of well-being to teach and guide his/her students in a proper way. Hence authorities should take necessary steps to train and develop their personality.

6. Biofeedback, cognitive training, problem-solving skills, assertiveness etc. are effective tools for managing stress and need to be promoted among teacher trainees which may lead to reduction in negative emotional experiences, associated with stress and improvement in creativity, achievement, productivity, quality of life and sense of well-being.

7. Teacher education institutions should play a significant preventive role in developing well-being and balanced personality of teacher trainees by organizing various training camps, seminars, orientation programmes and through real life situations as they go to schools for their teaching practice.
8. The teacher training programmes should be evaluated in terms of their effectiveness in developing wellness and personality of teacher trainees for their transmission to new generation.

9. Quality of training in training institutions needs to be improved by increasing interpersonal relations among teacher trainees and teacher educators and institution climate more conducive.

10. There should be a good interaction among training institutions and community so that teacher trainees may not develop negative symptoms and have a positive outlook towards teaching profession.

11. There should be proper outlines for the admission in teacher training institutions so that only those students should be selected who are interested in teaching willingly not forcibly.

5.4 SUGGESTIONS FOR FURTHER RESEARCH

1. A study of well-being of teacher trainees in relation to other independent variables such as self-efficiency, self-confidence, emotional intelligence, stress, self-esteem etc. may be undertaken.

2. Relationship of well-being may be studied with some environmental variables and teacher effectiveness of teachers teaching in schools, colleges of education, degree colleges and universities.

3. Well-being of teacher trainees along with some other related variables such as mental health, intelligence and burnout may be studied at different stages of training i.e. elementary or secondary level.

4. Research studies may be conducted on the coping strategies adopted for high and low well-being of teacher trainees, teachers teaching in schools or colleges.

5. Comparative studies may be conducted to compare the well-being of teachers teaching at the school, college or university level. Similar studies may also be conducted on students at different levels of education.

6. Similar study may be planned on a larger sample from the state of
Punjab and from other states in order to find out the reliability of the findings of this study.

7. A study may be conducted to find the relationship of well-being with job satisfaction, self-confidence, length of experience as well as educational and professional qualifications of principals as well as teachers in schools and colleges.

8. A study may be planned to find the relationship of wellbeing with some other independent variables such as working conditions, professional stress, job satisfaction and self-efficacy of doctors, engineers, bank managers, executives, persons related to police, sports and tourism etc.

9. Researches may be conducted on various aspects of wellbeing and its antecedents on the school, college or university students as well.

10. To understand the work related stress outcomes investigations should include not just the effective aspect of well being but other measures and indirect measures such as absenteeism, sickness, job turn over and burn out may be examined to get a more comprehensive understanding of employees’ well being working in human services departments/organizations.