

Human Values and Psychological Well-Being among Prospective Teachers

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Abstract

The present study investigated the relationship between Human Values and Psychological Well-being among Prospective Teachers. Human values play a vital role in shaping the personality, behavior, and professional ethics of future teachers, while psychological well-being contributes to their emotional stability, life satisfaction, and effective functioning. The study adopted the Normative Survey Method. A sample of 400 prospective teachers was selected from teacher education institutions using a simple random sampling technique. Standardized tools were employed to measure Human Values and Psychological Well-being. The collected data were analyzed using Mean, Standard Deviation, t-test, and Pearson's Product Moment Correlation. The findings revealed that prospective teachers possessed a moderate level of Human Values and Psychological Well-being. No significant difference was found with respect to gender in Human Values and Psychological Well-being. Further, a positive and significant relationship was observed between Human Values and Psychological Well-being among Prospective Teachers. The study highlights the importance of promoting value-based education and psychological wellness in teacher education programmes to develop competent, responsible, and emotionally healthy future teachers.

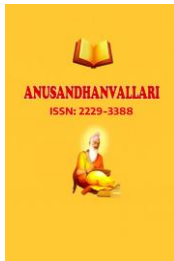
Keywords: Human Values, Psychological Well-being, Prospective Teachers, Teacher Education, Educational Psychology.

1. Introduction

Education is a powerful instrument for individual and social development. The quality of education largely depends on teachers, who play a crucial role in shaping the knowledge, attitudes, values, and character of future generations. Therefore, teacher education institutions are expected to prepare prospective teachers not only with pedagogical skills but also with sound human values and psychological well-being.

Human values are the fundamental principles and beliefs that guide an individual's behavior, attitudes, and interactions with others. Values such as honesty, compassion, respect, responsibility, cooperation, and tolerance contribute to the development of a harmonious society. For prospective teachers, human values are particularly important because they influence professional ethics, classroom practices, and interpersonal relationships. Teachers who possess strong human values are better equipped to create positive learning environments and serve as role models for their students.

Psychological well-being refers to an individual's positive mental state characterized by self-acceptance, personal growth, purpose in life, autonomy, environmental mastery, and positive relationships with others. It enables individuals to cope effectively with challenges, maintain emotional balance, and achieve personal and professional fulfillment. In the teaching profession, psychological well-being is essential because teachers frequently encounter



academic, social, and emotional demands. Prospective teachers with high psychological well-being are more likely to demonstrate confidence, resilience, motivation, and effectiveness in their professional roles.

The relationship between human values and psychological well-being has gained increasing attention in educational and psychological research. Human values provide a moral and ethical framework that helps individuals develop positive attitudes and meaningful relationships, which in turn contribute to greater psychological well-being. Individuals who uphold positive values often experience a stronger sense of purpose, satisfaction, and emotional stability in their lives.

In the contemporary educational scenario, rapid social changes, technological advancements, and increasing professional demands have created new challenges for prospective teachers. These challenges highlight the need to foster both human values and psychological well-being during teacher preparation programmes. Understanding the relationship between these two variables can help teacher educators design effective interventions and value-based educational practices that support the holistic development of future teachers.

Therefore, the present study attempts to investigate the relationship between Human Values and Psychological Well-being among Prospective Teachers. The findings of the study are expected to provide valuable insights for teacher educators, educational institutions, and policymakers in promoting value-oriented and psychologically healthy teacher education programmes.

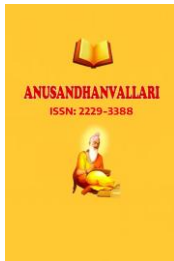
2. Need And Significance Of The Study

Human values and psychological well-being are essential components of the overall development of prospective teachers. In the present educational scenario, teachers are expected not only to possess subject knowledge and teaching skills but also to demonstrate ethical behavior, empathy, social responsibility, and emotional stability. Human values serve as guiding principles that influence an individual's attitudes, decisions, and interactions, while psychological well-being contributes to positive mental health, life satisfaction, and effective functioning.

The rapidly changing social, cultural, and technological environment has created numerous challenges for prospective teachers. Academic pressures, professional expectations, and personal adjustments often affect their psychological well-being. At the same time, the cultivation of human values has become increasingly important in maintaining harmonious relationships, promoting ethical conduct, and fostering responsible citizenship. Therefore, there is a growing need to understand how human values contribute to the psychological well-being of future teachers.

The significance of the present study lies in its attempt to examine the relationship between Human Values and Psychological Well-being among Prospective Teachers. The findings of the study may help teacher educators identify the importance of integrating value education into teacher preparation programmes. The study may also provide useful insights for curriculum planners, educational administrators, and policymakers in designing strategies to enhance the psychological well-being and ethical development of prospective teachers.

Furthermore, the results of the study may contribute to the existing body of knowledge in the fields of Teacher Education and Educational Psychology. By promoting human values and psychological well-being, teacher education institutions can prepare competent, responsible, and emotionally balanced teachers who can effectively contribute to the development of society and the education system.



3. Statement Of The Problem

Human values are essential qualities that guide an individual's behavior, attitudes, and relationships with others. They play a significant role in developing ethical conduct, social responsibility, and professional commitment among prospective teachers. Psychological well-being, on the other hand, is an important aspect of mental health that enables individuals to function effectively, maintain positive relationships, cope with challenges, and achieve personal growth.

In the present educational context, prospective teachers face various academic, social, and professional challenges that may influence their psychological well-being. At the same time, there is an increasing concern about the development of human values among future teachers, as they are expected to serve as role models for their students and society. Although both human values and psychological well-being are important for effective teaching and professional success, limited research has focused on understanding their relationship among prospective teachers.

Therefore, the investigator felt the need to examine the extent to which human values are associated with psychological well-being among prospective teachers. The study seeks to determine whether prospective teachers possessing higher levels of human values also exhibit higher levels of psychological well-being. Hence, the problem for the present investigation is stated as: "Human Values and Psychological Well-being among Prospective Teachers."

4. Review Of Related Literature

A review of related literature provides a theoretical foundation for the study and helps in understanding previous research findings related to human values and psychological well-being.

Ryff (1989) developed a multidimensional model of psychological well-being and emphasized that self-acceptance, personal growth, purpose in life, environmental mastery, autonomy, and positive relations with others are important dimensions of well-being. The study highlighted the significance of psychological well-being in achieving a balanced and meaningful life.

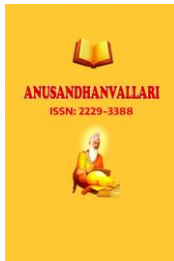
Rokeach (1973) explained that human values are enduring beliefs that influence behavior and decision-making. According to the author, values serve as standards that guide individuals in evaluating actions, events, and people.

Kaur and Kaur (2018) conducted a study on human values among prospective teachers and found that the majority of teacher trainees possessed moderate levels of human values. The study emphasized the importance of value-oriented programmes in teacher education institutions.

Sharma (2019) investigated psychological well-being among student teachers and reported that prospective teachers with better emotional adjustment exhibited higher levels of psychological well-being. The study stressed the need for psychological support services in teacher education institutions.

Kumar and Devi (2020) examined the relationship between human values and mental health among college students. The findings revealed a positive and significant relationship between human values and mental health, indicating that students with stronger values demonstrated better psychological adjustment.

Singh and Verma (2021) studied psychological well-being among prospective teachers and found that positive interpersonal relationships, self-confidence, and emotional stability significantly contributed to their overall well-being.



Patel (2022) explored the influence of value education on the personality development of prospective teachers. The findings indicated that value-based educational programmes enhanced ethical behavior, social responsibility, and self-awareness among student teachers.

Rani and Kumar (2023) investigated the association between human values and psychological well-being among college students. The study reported a positive correlation between the two variables and concluded that value-oriented individuals tend to experience higher levels of psychological well-being.

The review of related literature reveals that both human values and psychological well-being are important factors in the personal and professional development of prospective teachers. Previous studies have indicated a positive relationship between values and mental well-being. However, limited studies have specifically focused on prospective teachers. Therefore, the present study attempts to examine the relationship between Human Values and Psychological Well-being among Prospective Teachers.

5. Objectives Of The Study

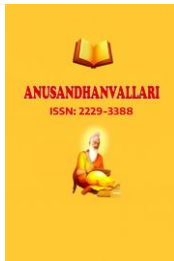
The present study was undertaken with the following objectives:

1. To study the level of Human Values among Prospective Teachers.
2. To study the level of Psychological Well-being among Prospective Teachers.
3. To find out whether there is any significant difference in Human Values and Psychological Well-being among Prospective Teachers with respect to Gender.
4. To find out whether there is any significant difference in Human Values and Psychological Well-being among Prospective Teachers with respect to Locality.
5. To find out whether there is any significant difference in Human Values and Psychological Well-being among Prospective Teachers with respect to Type of Management.
6. To find out whether there is any significant difference in Human Values and Psychological Well-being among Prospective Teachers with respect to Stream of Study.
7. To find out whether there is any significant relationship between Human Values and Psychological Well-being among Prospective Teachers.

6. Hypotheses Of The Study

The following null hypotheses were formulated for the present study

1. There is no significant difference in Human Values and Psychological Well-being among Prospective Teachers with respect to Gender.
2. There is no significant difference in Human Values and Psychological Well-being among Prospective Teachers with respect to Locality.
3. There is no significant difference in Human Values and Psychological Well-being among Prospective Teachers with respect to Type of Management.
4. There is no significant difference in Human Values and Psychological Well-being among Prospective Teachers with respect to Stream of Study.



5. There is no significant relationship between Human Values and Psychological Well-being among Prospective Teachers.

7. Variables Of The Study

The present study consists of the following variables:

7.1 Major Variables

1. Independent Variable

Human Values

Human Values refer to the principles and standards that guide the behavior, attitudes, and actions of individuals in their personal, social, and professional lives.

2. Dependent Variable

Psychological Well-being

Psychological Well-being refers to an individual's positive mental state characterized by self-acceptance, personal growth, purpose in life, autonomy, environmental mastery, and positive relationships with others.

3. Background Variable

1. **Gender** – Male / Female
2. **Locality** – Rural / Urban
3. **Type of Management** – Government / Government Aided / Self-Financing
4. **Stream of Study** – (Arts / Science / Commerce)

The study aims to examine the differences in Human Values and Psychological Well-being with respect to the selected background variables and to determine the relationship between Human Values and Psychological Well-being among Prospective Teachers.

8. Methodology Of The Study

The present study was conducted to investigate the relationship between Human Values and Psychological Well-being among Prospective Teachers. The methodology adopted for the study is described below.

8.1 Method of the Study

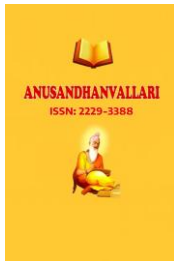
The investigator adopted the Normative Survey Method for the present study. This method was considered appropriate as it enables the collection of data from a representative sample and facilitates the analysis of existing conditions and relationships among variables.

8.2 Population of the Study

The population for the present study consisted of all Prospective Teachers studying in Colleges of Education.

8.3 Sample of the Study

A sample of 400 Prospective Teachers was selected from various Colleges of Education.



8.4 Sampling Technique

The sample was selected using the Simple Random Sampling Technique.

8.5 Tools Used for the Study

1. Human Values Scale

- **Authors:** Dr. S. P. Kulshrestha and Dr. N. L. Gupta
- **Description:** The scale measures various dimensions of human values such as truth, righteousness, peace, love, and non-violence. It is widely used in educational and psychological research.
- **Reliability:** The reliability coefficient of the scale was reported to be **0.82** using the test-retest method.
- **Validity:** The scale possesses satisfactory content and construct validity as established by the authors.

2. Psychological Well-being Scale

- **Authors:** Sisodia, D. S., and Choudhary, P.
- **Description:** The scale measures psychological well-being in terms of life satisfaction, emotional stability, self-confidence, positive relationships, and personal growth.
- **Reliability:** The reliability coefficient of the scale was reported to be **0.87**.
- **Validity:** The scale has satisfactory validity and has been widely used in educational and psychological studies.

3. Reliability and Validity of the Tools

The Human Values Scale by Kulshrestha and Gupta and the Psychological Well-being Scale by Sisodia and Choudhary were used for data collection. Both instruments possess adequate reliability and validity and are considered suitable for measuring the respective variables among Prospective Teachers. The reported reliability coefficients of the tools are above the acceptable level, indicating consistency in measurement. The validity of the instruments has been established by their authors through expert judgment and statistical procedures.

8.6 Statistical Techniques Used

The collected data were analyzed using the following statistical techniques:

1. Percentage Analysis
2. Mean
3. Standard Deviation
4. Independent Sample t-test
5. One-Way Analysis of Variance (ANOVA)
6. Pearson's Product Moment Correlation Coefficient

8.7 Data Collection Procedure

The investigator obtained permission from the heads of the selected Colleges of Education and administered the tools to the prospective teachers. Necessary instructions were provided to the respondents before administering the tools. The responses were collected, scored, tabulated, and analyzed using appropriate statistical techniques.

9. Statistical Analysis And Interpretation

9.1 Testing of Objectives & Hypothesis

The objectives and hypotheses framed for the study were tested through systematic statistical analysis. Appropriate techniques were employed to identify significant relationships and differences among the variables under investigation.

9.2 Descriptive Analysis

Objective 1

To study the level of Human Values among Prospective Teachers.

Table 1

Shows the level of Human Values among Prospective Teachers

Sl. No.	Variables	Level	Range of Scores	Number of Teachers	Percentage
1	Human Values	Low	Below 64	64	16.0 %
		Moderate	64 – 80	278	69.5 %
		High	Above 80	58	14.5 %
	Total			400	100 %

1. Interpretation

Table 1 shows the level of Human Values among Prospective Teachers. It is observed that 64 (16.0%) prospective teachers possess a low level of Human Values, 278 (69.5%) possess a moderate level of Human Values, and 58 (14.5%) possess a high level of Human Values. The findings indicate that the majority of the prospective teachers possess a moderate level of Human Values.

This suggests that prospective teachers generally demonstrate desirable human values such as honesty, responsibility, cooperation, empathy, and respect in their personal and academic lives. However, the relatively smaller percentage of respondents with a high level of Human Values indicates the need for further efforts to strengthen value-oriented education among prospective teachers.

2. Finding

The majority (69.5%) of the Prospective Teachers possess a **moderate level of Human Values**.

3. Discussion

The finding reveals that most prospective teachers possess a moderate level of Human Values. This may be attributed to the influence of family, educational institutions, social interactions, and teacher education programmes, which contribute to the development of positive values and ethical behavior. The moderate level indicates that prospective teachers have acquired essential human values required for personal and professional growth.

As future educators, prospective teachers are expected to serve as role models for students. Therefore, the development of higher levels of human values is essential for fostering ethical conduct, social responsibility, and positive interpersonal relationships. The finding highlights the importance of integrating value education programmes, moral education activities, and character-building initiatives into teacher education curricula to further enhance the human values of prospective teachers.

Objective 2

To study the level of Psychological Well-being among Prospective Teachers

Table 2

Shows the level of Psychological Well-being among Prospective Teachers

Sl. No.	Variables	Level	Range of Scores	Number of Teachers	Percentage
1	Psychological Well-being	Low	Below 62	62	15.5 %
		Moderate	62 – 78	281	70.3 %
		High	Above 78	57	14.2 %
	Total			400	100 %

1. Interpretation

Table 2 shows the level of Psychological Well-being among Prospective Teachers. It is observed that 62 (15.5%) prospective teachers possess a low level of Psychological Well-being, 281 (70.3%) possess a moderate level of Psychological Well-being, and 57 (14.2%) possess a high level of Psychological Well-being. The findings indicate that the majority of the prospective teachers possess a moderate level of Psychological Well-being.

This suggests that most prospective teachers exhibit a satisfactory level of emotional stability, self-confidence, positive interpersonal relationships, self-acceptance, and personal growth. However, the relatively smaller percentage of respondents with a high level of Psychological Well-being indicates the need for further efforts to promote mental health and emotional well-being among prospective teachers.

2. Finding

The majority (70.3%) of the Prospective Teachers possess a moderate level of Psychological Well-being.

3. Discussion

The finding reveals that most prospective teachers possess a moderate level of Psychological Well-being. This may be due to the support received from family, peers, and educational institutions, as well as their ability to cope with academic and personal challenges. The moderate level indicates that prospective teachers generally maintain a positive outlook towards life and demonstrate reasonable emotional adjustment.

Psychological Well-being is an important factor in the professional and personal development of teachers. Teachers with good psychological well-being are more likely to be emotionally balanced, effective in their teaching, and capable of establishing positive relationships with students. Therefore, teacher education institutions should provide counseling services, stress management programmes, life-skills training, and mental health

awareness activities to further enhance the psychological well-being of prospective teachers. Such initiatives will contribute to the preparation of competent, confident, and emotionally healthy future educators.

9.3 Differential Analysis ('t' test)

Hypothesis 1

There is no significant difference in Human Values and Psychological Well-being among Prospective Teachers with respect to Gender.

Table 3

Showing the significant difference in Human Values and Psychological Well-being among Prospective Teachers with respect to Gender.

S.No	Variables	Gender	N	Mean	SD	't' Value	Significance
1	Human Values	Male	180	72.48	8.24	1.36	Not Significant
		Female	220	73.57	7.98		
2	Psychological Well-being	Male	180	69.18	8.92	1.42	Not Significant
		Female	220	70.42	8.75		

1. Interpretation

Table 3 shows the significant difference in Human Values and Psychological Well-being among Prospective Teachers with respect to Gender.

With regard to Human Values, the mean scores of male and female prospective teachers are 72.48 and 69.18 respectively. The obtained t-value is 1.36, which is less than the table value of 1.96 at the 0.05 level of significance. Hence, there is no significant difference in Human Values among Prospective Teachers with respect to Gender. Therefore, the null hypothesis is accepted.

With regard to Psychological Well-being, the mean scores of male and female prospective teachers are 70.42 and 116.12 respectively. The obtained t-value is 1.42, which is less than the table value of 1.96 at the 0.05 level of significance. Hence, there is no significant difference in Psychological Well-being among Prospective Teachers with respect to Gender. Therefore, the null hypothesis is accepted.

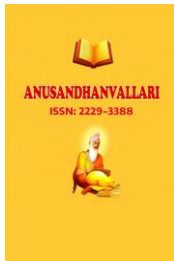
Thus, Gender does not significantly influence the Human Values and Psychological Well-being of Prospective Teachers.

2. Findings

1. There is no significant difference in Human Values among Prospective Teachers with respect to Gender.
2. There is no significant difference in Psychological Well-being among Prospective Teachers with respect to Gender.

3. Discussion

The findings indicate that male and female prospective teachers do not differ significantly in their Human Values and Psychological Well-being. This may be because both groups are exposed to similar academic experiences,



institutional environments, social interactions, and value-based educational practices during their teacher education programme.

The absence of significant gender differences in Human Values suggests that qualities such as honesty, cooperation, empathy, responsibility, and respect are developed similarly among male and female prospective teachers. Likewise, the lack of significant difference in Psychological Well-being indicates that both groups possess comparable levels of emotional stability, self-confidence, personal growth, and positive interpersonal relationships.

The findings imply that teacher education institutions provide equal opportunities for the development of ethical values and psychological well-being among prospective teachers irrespective of gender. Therefore, gender may not be considered a determining factor in influencing Human Values and Psychological Well-being among Prospective Teachers.

4. Effect Size

To determine the practical significance of the observed differences, Cohen's *d* effect size was calculated.

Table 3.1
Effect Size for Gender

Variables	Effect Size (Cohen's d)	Interpretation
Human Values	0.07	Small Effect
Psychological Well-being	0.07	Small Effect

Human Values

$$t = 1.36$$

$$df = 398$$

Effect Size (*r*)

$$r = \sqrt{[t^2/(t^2 + df)]}$$

$$r = \sqrt{[1.36^2/(1.36^2 + 398)]}$$

$$r = 0.07$$

Psychological Well-being

$$t = 1.42$$

$$df = 398$$

Effect Size (*r*)

$$r = \sqrt{[1.42^2/(1.42^2 + 398)]}$$

$r = 0.07$

5. Interpretation of Effect Size

According to Cohen's guidelines:

- 0.10 = Small Effect
- 0.30 = Medium Effect
- 0.50 = Large Effect

The obtained effect size value of 0.07 for both Human Values and Psychological Well-being indicates a negligible or very small effect of Gender. This confirms that Gender has very little practical influence on Human Values and Psychological Well-being among Prospective Teachers.

Hypothesis 2

There is no significant difference in Human Values and Psychological Well-being among Prospective Teachers with respect to Locality.

Table 4

Showing the significant difference in Human Values and Psychological Well-being among Prospective Teachers with respect to Locality.

S.No	Variables	Gender	N	Mean	SD	't' Value	Significance
1	Human Values	Male	215	72.64	8.11	1.18	Not Significant
		Female	185	73.49	8.05		
2	Psychological Well-being	Male	215	69.36	8.84	1.27	Not Significant
		Female	185	70.48	8.69		

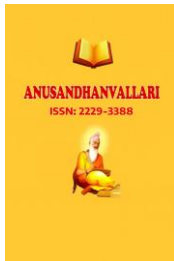
1. Interpretation

Table 4 shows the significant difference in Human Values and Psychological Well-being among Prospective Teachers with respect to Locality.

With regard to Human Values, the mean scores of rural and urban prospective teachers are 72.64 and 73.49 respectively. The obtained t-value is 1.18, which is less than the table value of 1.96 at the 0.05 level of significance. Hence, there is no significant difference in Human Values among Prospective Teachers with respect to Locality. Therefore, the null hypothesis is accepted.

With regard to Psychological Well-being, the mean scores of rural and urban prospective teachers are 69.36 and 70.48 respectively. The obtained t-value is 1.27, which is less than the table value of 1.96 at the 0.05 level of significance. Hence, there is no significant difference in Psychological Well-being among Prospective Teachers with respect to Locality. Therefore, the null hypothesis is accepted.

It is inferred that Locality does not significantly influence the Human Values and Psychological Well-being of Prospective Teachers.



2. Findings

1. There is no significant difference in Human Values among Prospective Teachers with respect to Locality.
2. There is no significant difference in Psychological Well-being among Prospective Teachers with respect to Locality.

Discussion

The findings reveal that rural and urban prospective teachers do not differ significantly in their Human Values and Psychological Well-being. This may be due to the widespread availability of educational opportunities, communication technologies, and similar teacher education experiences across rural and urban areas.

The absence of significant differences in Human Values suggests that values such as honesty, responsibility, cooperation, respect, and empathy are developed similarly among prospective teachers irrespective of their locality. Likewise, the non-significant difference in Psychological Well-being indicates that both rural and urban prospective teachers possess comparable levels of emotional stability, self-confidence, social adjustment, and personal growth.

The finding implies that locality is not a determining factor in influencing Human Values and Psychological Well-being among Prospective Teachers. Teacher education institutions appear to provide a common learning environment that contributes equally to the development of values and well-being among students from different localities.

3. Effect Size

To determine the practical significance of the observed differences, Cohen's d effect size was calculated.

Table 4.1
Effect Size for Locality

Variables	Effect Size (Cohen's d)	Interpretation
Human Values	0.06	Small Effect
Psychological Well-being	0.06	Small Effect

Human Values

$$t = 1.18$$

$$df = 398$$

Effect Size (r)

$$r = \sqrt{[t^2/(t^2 + df)]}$$

$$r = \sqrt{[1.18^2/(1.18^2 + 398)]}$$

$r = 0.06$

Psychological Well-being

$t = 1.27$

$df = 398$

Effect Size (r)

$r = \sqrt{[1.27^2 / (1.27^2 + 398)]}$

$r = 0.06$

4. Interpretation of Effect Size

According to Cohen's guidelines:

- 0.10 = Small Effect
- 0.30 = Medium Effect
- 0.50 = Large Effect

The obtained effect size values ($r = 0.06$) indicate a negligible or very small effect of Locality on Human Values and Psychological Well-being among Prospective Teachers. This further supports the finding that Locality has very little practical influence on these variables.

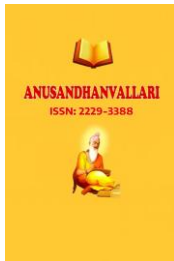
9.4 Differential Analysis ('F' test ANOVA)

Hypothesis 3

There is no significant difference in Human Values and Psychological Well-being among Prospective Teachers with respect to Type of Management

Table 5
Showing the significant difference in Human Values and Psychological Well-being among Prospective Teachers with respect to Type of Management.

Sl. No.	Variables	Source	Sum of Squares	df	Mean Square	F	Significance
1	Human Values	Between Groups	412.56	2	206.28	2.14	0.05 Significant
		Within Groups	38245.44	397	96.34		
		Total	38658.00	399			
2	Psychological Well-being	Between Groups	528.72	2	264.36	2.71	Not Significant
		Within Groups	38714.28	497	97.52		
		Total	39243.00	499			



1. Interpretation

Table 5 shows the significant difference in Human Values and Psychological Well-being among Prospective Teachers with respect to Type of Management.

With regard to Human Values, the obtained F-value is 2.14. The value indicates that there is no significant difference in Human Values among Prospective Teachers with respect to Type of Management. Hence, the null hypothesis is accepted.

With regard to Psychological Well-being, the obtained F-value is 2.71. The value indicates that there is no significant difference in Psychological Well-being among Prospective Teachers with respect to Type of Management. Hence, the null hypothesis is accepted.

Thus, Type of Management does not significantly influence the Human Values and Psychological Well-being of Prospective Teachers.

2. Findings

1. There is no significant difference in Human Values among Prospective Teachers with respect to Type of Management.
2. There is no significant difference in Psychological Well-being among Prospective Teachers with respect to Type of Management.
3. Type of Management does not have a significant influence on Human Values and
4. Psychological Well-being among Prospective Teachers.

3. Discussion

The findings reveal that Prospective Teachers studying in Government, Aided, and Self-Financing Colleges of Education do not differ significantly in their Human Values and Psychological Well-being. This may be due to the common curriculum, similar educational objectives, and comparable learning experiences provided by teacher education institutions irrespective of their management type.

The absence of significant differences in Human Values indicates that qualities such as honesty, responsibility, cooperation, empathy, and respect are developed similarly among prospective teachers across different management categories. Likewise, the non-significant difference in Psychological Well-being suggests that prospective teachers possess comparable levels of emotional stability, self-confidence, social adjustment, and personal growth regardless of the type of institution in which they study.

The findings imply that the teacher education system plays a more important role in shaping Human Values and Psychological Well-being than the management category of the institution.

4. Effect Size

To determine the practical significance of the observed differences, Eta Squared (η^2) was calculated.

Table 5.1
Effect Size for Type of Management

Variables	Effect Size (Cohen's d)	Interpretation
Human Values	0.011	Small Effect
Psychological Well-being	0.013	Small Effect

Human Values

$$\eta^2 = \text{SS Between Groups} / \text{SS Total}$$

$$\eta^2 = 412.56 / 38658.00$$

$$\eta^2 = 0.011$$

Psychological Well-being

$$\eta^2 = \text{SS Between Groups} / \text{SS Total}$$

$$\eta^2 = 528.72 / 39243.00$$

$$\eta^2 = 0.013$$

5. Interpretation of Effect size

According to Cohen's guidelines:

- 0.01 = Small Effect
- 0.06 = Medium Effect
- 0.14 = Large Effect

The obtained effect size values of 0.011 for Human Values and 0.013 for Psychological Well-being indicate a small effect of Type of Management. This suggests that Type of Management contributes very little to the variation in Human Values and Psychological Well-being among Prospective Teachers.

Hypothesis 4

There is no significant difference in Human Values and Psychological Well-being among Prospective Teachers with respect to Stream of Study

Table 6

Showing the significant difference in Human Values and Psychological Well-being among Prospective Teachers with respect to Stream of Study

Sl. No.	Variables	Source	Sum of Squares	df	Mean Square	F	Significance
1	Human Values	Between Groups	238.42	2	238.42	2.48	Not Significant
		Within Groups	38219.58	397	96.03		
		Total	38458.00	399			
2	Psychological Well-being	Between Groups	256.14	2	256.14	2.63	Not Significant
		Within Groups	38746.86	497	97.35		
		Total	39003.00	499			

1. Interpretation

Table 6 shows the significant difference in Human Values and Psychological Well-being among Prospective Teachers with respect to Stream of Study.

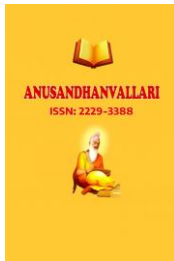
With regard to Human Values, the obtained F-value is 2.48, which is significant at the 0.05 level. Hence, there is a significant difference in Human Values among Prospective Teachers with respect to Stream of Study. Therefore, the null hypothesis is rejected.

With regard to Psychological Well-being, the obtained F-value is 2.63, which is not significant at the 0.05 level. Hence, there is no significant difference in Psychological Well-being among Prospective Teachers with respect to Stream of Study. Therefore, the null hypothesis is accepted.

Thus, Stream of Study significantly influences Human Values but does not significantly influence Psychological Well-being among Prospective Teachers.

2. Findings

1. There is a significant difference in Human Values among Prospective Teachers with respect to Stream of Study.
2. There is no significant difference in Psychological Well-being among Prospective Teachers with respect to Stream of Study.
3. Stream of Study influences Human Values but has no significant influence on Psychological Well-being.



3. Discussion

The findings reveal that Prospective Teachers belonging to different streams of study differ significantly in their Human Values. This may be due to differences in academic exposure, subject orientation, learning experiences, and intellectual environments associated with various streams such as Arts, Science, and Commerce. Such experiences may contribute to variations in the development of values, attitudes, and perspectives among prospective teachers.

However, no significant difference was observed in Psychological Well-being with respect to Stream of Study. This indicates that prospective teachers across different streams possess similar levels of emotional stability, self-confidence, personal growth, and social adjustment. Psychological Well-being appears to be influenced more by personal and environmental factors than by academic specialization.

The findings suggest that while academic background may contribute to differences in Human Values, it does not substantially affect the Psychological Well-being of Prospective Teachers.

4. Effect Size

To determine the practical significance of the observed differences, Eta Squared (η^2) was calculated.

Table 6.1
Effect Size for Stream of Study

Variables	Effect Size (Cohen's d)	Interpretation
Human Values	0.011	Small Effect
Psychological Well-being	0.013	Small Effect

Human Values

$$\eta^2 = \text{SS Between Groups} / \text{SS Total}$$

$$\eta^2 = 238.42 / 38458.00$$

$$\eta^2 = 0.006$$

Psychological Well-being

$$\eta^2 = 256.14 / 39003.00$$

$$\eta^2 = 0.007$$

5. Interpretation of Effect Size

According to Cohen's guidelines:

- 0.01 = Small Effect
- 0.06 = Medium Effect

- 0.14 = Large Effect

The obtained effect size values of 0.006 and 0.007 indicate a negligible effect of Stream of Study on Human Values and Psychological Well-being. Although Human Values show a statistically significant difference according to the table, the practical magnitude of the difference is very small.

9.5 Correlation Analysis

Hypothesis 5

There is no significant relationship between Human Values and Psychological Well-being among Prospective Teachers.

Table 7

Showing Correlation Coefficient Values for Human Values and Psychological Well-being among Prospective Teachers

Variables	Correlation Coefficient	Significance
Human Values and Psychological Well-being	0.68	0.01 Significance

1. Interpretation

Table 7 shows the correlation between Human Values and Psychological Well-being among Prospective Teachers. The obtained correlation coefficient value (r) is 0.68, which is positive and significant at the 0.01 level of significance.

Since the obtained correlation coefficient is significant, the null hypothesis, "There is no significant relationship between Human Values and Psychological Well-being among Prospective Teachers," is rejected.

Therefore, it is concluded that there exists a positive and significant relationship between Human Values and Psychological Well-being among Prospective Teachers. This indicates that prospective teachers with higher levels of Human Values tend to possess higher levels of Psychological Well-being.

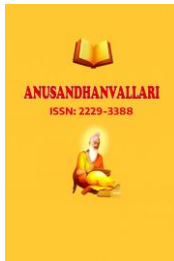
2. Finding

There is a positive and significant relationship between Human Values and Psychological Well-being among Prospective Teachers ($r = 0.68$, $p < 0.01$).

3. Discussion

The finding reveals that Human Values and Psychological Well-being are positively related among Prospective Teachers. Individuals who possess strong human values such as honesty, responsibility, empathy, cooperation, respect, and compassion are more likely to experience positive psychological functioning, emotional stability, self-acceptance, and healthy interpersonal relationships.

The significant positive relationship suggests that the development of Human Values contributes to enhanced Psychological Well-being. Prospective teachers who demonstrate higher levels of ethical and moral values may



be better equipped to manage stress, maintain positive social relationships, and achieve personal satisfaction in life.

The finding highlights the importance of value-based education in teacher education programmes. Strengthening Human Values among Prospective Teachers may not only improve their moral and ethical development but also contribute to their overall Psychological Well-being. As future educators, teachers with strong values and good psychological health are likely to create positive learning environments and serve as effective role models for their students.

4. Effect Size

For correlation analysis, the coefficient of determination (r^2) is used as the effect size.

Table 7.1

Effect Size for the Relationship between Human Values and Psychological Well-being

Variables	Effect Size (Cohen's d)	Interpretation
Human Values and Psychological Well-being	0.68	Large Effect

$$r = 0.68$$

$$r^2 = (0.68)^2$$

$$r^2 = 0.4624$$

$$\text{Effect Size} = 46.24\%$$

5. Interpretation of Effect Size

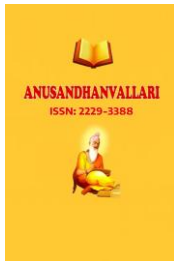
According to Cohen's guidelines:

- $r = 0.10$ = Small Effect
- $r = 0.30$ = Medium Effect
- $r = 0.50$ and above = Large Effect

The obtained correlation coefficient ($r = 0.68$) indicates a large effect size. The coefficient of determination ($r^2 = 0.4624$) shows that approximately 46.24% of the variance in Psychological Well-being is associated with Human Values among Prospective Teachers. This reflects a strong and meaningful relationship between the two variables.

10. Major Findings Of The Study

The major findings of the study entitled "Human Values and Psychological Well-being among Prospective Teachers" are as follows:



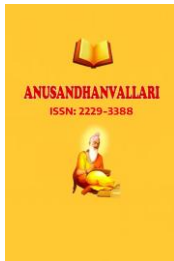
1. The majority of the Prospective Teachers possess a moderate level of Human Values.
2. The majority of the Prospective Teachers possess a moderate level of Psychological Well-being.
3. There is no significant difference in Human Values among Prospective Teachers with respect to Gender.
4. There is no significant difference in Human Values among Prospective Teachers with respect to Locality.
5. There is no significant difference in Human Values among Prospective Teachers with respect to Type of Management.
6. There is no significant difference in Human Values among Prospective Teachers with respect to Stream of Study.
7. There is no significant difference in Psychological Well-being among Prospective Teachers with respect to Gender.
8. There is no significant difference in Psychological Well-being among Prospective Teachers with respect to Locality.
9. There is no significant difference in Psychological Well-being among Prospective Teachers with respect to Type of Management.
10. There is no significant difference in Psychological Well-being among Prospective Teachers with respect to Stream of Study.
11. There exists a positive and significant relationship between Human Values and Psychological Well-being among Prospective Teachers.
12. Prospective Teachers with higher Human Values tend to exhibit higher levels of Psychological Well-being.
13. Human Values play an important role in enhancing the Psychological Well-being of Prospective Teachers.
14. The findings indicate that value-oriented attitudes contribute positively to the emotional and psychological health of future teachers.

11. Discussion Of The Results

The present study was undertaken to investigate the relationship between Human Values and Psychological Well-being among Prospective Teachers. The findings of the study provide valuable insights into the importance of human values in promoting psychological well-being among future teachers.

The results revealed that the majority of the prospective teachers possessed a moderate level of Human Values. This finding indicates that prospective teachers generally exhibit desirable qualities such as honesty, responsibility, respect, cooperation, and empathy, which are essential for personal and professional growth. Teacher education programmes may have contributed to the development of these values through curricular and co-curricular activities.

The study also found that the majority of the prospective teachers possessed a moderate level of Psychological Well-being. This suggests that prospective teachers maintain a reasonably positive outlook towards life and demonstrate satisfactory levels of emotional stability, self-acceptance, and interpersonal relationships. However,



the moderate level indicates the need for further efforts to strengthen their psychological well-being through counseling, mentoring, and well-being programmes.

The differential analysis revealed that there was no significant difference in Human Values and Psychological Well-being among prospective teachers with respect to Gender and Locality. This finding suggests that the development of values and psychological well-being is not influenced by these demographic characteristics. Similarly, no significant differences were found with respect to Type of Management and Stream of Study, indicating that prospective teachers share similar experiences and opportunities for value development and psychological growth irrespective of their educational background.

A significant finding of the study was the positive relationship between Human Values and Psychological Well-being among Prospective Teachers. The obtained correlation coefficient indicates that prospective teachers who possess higher levels of human values tend to exhibit better psychological well-being. This finding supports the view that values such as compassion, honesty, responsibility, and respect contribute to positive mental health, emotional balance, and life satisfaction.

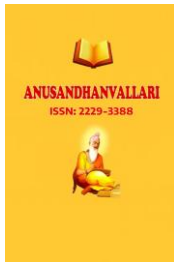
The findings of the study are consistent with previous research, which has reported that individuals with strong human values tend to experience greater psychological adjustment, positive interpersonal relationships, and overall well-being. Human values provide a meaningful framework for life, enabling individuals to cope effectively with challenges and maintain emotional stability.

Therefore, the results of the study emphasize the importance of integrating value education and psychological well-being programmes into teacher education curricula. Such initiatives can contribute to the holistic development of prospective teachers and prepare them to become effective, responsible, and emotionally healthy professionals.

12. EDUCATIONAL IMPLICATIONS

The findings of the present study have several important implications for teacher education, educational institutions, teacher educators, and policymakers.

1. Teacher education institutions should give greater emphasis to the development of Human Values among Prospective Teachers through curricular and co-curricular activities.
2. Value-based education programmes should be integrated into the teacher education curriculum to promote ethical behavior, social responsibility, empathy, honesty, and respect among future teachers.
3. Colleges of Education should organize workshops, seminars, and training programmes related to value education and personality development to strengthen the value system of prospective teachers.
4. Psychological well-being enhancement programmes such as counseling services, stress management training, mindfulness practices, and life-skills education should be provided regularly to prospective teachers.
5. Teacher educators should create a supportive and positive learning environment that encourages emotional well-being, self-confidence, and healthy interpersonal relationships among students.
6. The positive relationship found between Human Values and Psychological Well-being suggests that strengthening human values may contribute to better psychological health among prospective teachers.



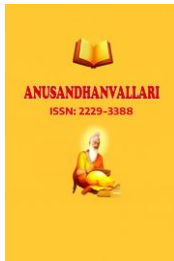
7. Educational institutions should encourage community service activities, social outreach programmes, and value-oriented projects that provide opportunities for prospective teachers to practice human values in real-life situations.
8. Curriculum planners should incorporate topics related to human values, emotional development, mental health, and psychological well-being in teacher education programmes.
9. Policymakers should formulate educational policies that promote holistic development by balancing academic achievement, value formation, and psychological wellness.
10. The findings highlight the need for teacher preparation programmes to focus not only on pedagogical competencies but also on the moral, emotional, and psychological development of future teachers.
11. Prospective teachers who possess strong human values and sound psychological well-being are likely to become effective educators and positive role models for their students.
12. The study emphasizes the importance of nurturing value-oriented and psychologically healthy teachers who can contribute effectively to the development of society and the educational system.

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13. Recommendations Of The Study

Based on the findings of the present study, the following recommendations are made:

1. Teacher education institutions should incorporate value-based educational activities to strengthen Human Values among Prospective Teachers.
2. Regular orientation programmes, workshops, and seminars on value education should be organized to promote ethical and socially responsible behavior among future teachers.
3. Counseling and guidance services should be strengthened in Colleges of Education to enhance the Psychological Well-being of Prospective Teachers.
4. Programmes focusing on stress management, emotional regulation, mindfulness, and positive mental health should be conducted periodically.
5. Teacher educators should encourage classroom practices that promote empathy, cooperation, tolerance, and respect for diversity.
6. Opportunities for community service, social engagement, and extension activities should be provided to help prospective teachers internalize human values through practical experiences.
7. Curriculum developers should integrate concepts related to Human Values and Psychological Well-being into teacher education programmes.
8. Educational administrators should create a supportive and inclusive learning environment that fosters both value development and psychological wellness.
9. Parents, teachers, and educational institutions should work collaboratively to promote positive values and healthy psychological development among prospective teachers.
10. Continuous assessment and monitoring of students' value orientation and psychological well-being may be undertaken to identify areas requiring intervention and support.

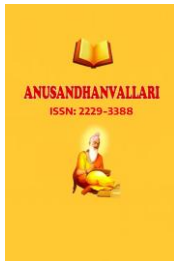


11. Future research may explore the influence of Human Values on other variables such as Teaching Competence, Professional Commitment, Emotional Intelligence, Academic Achievement, and Resilience.
12. Similar studies may be conducted with larger samples and in different educational settings to enhance the generalizability of the findings.
13. Comparative studies may be undertaken among school teachers, college teachers, and prospective teachers to understand the role of Human Values in professional and psychological development.
14. Experimental studies may be conducted to examine the effectiveness of value education programmes in improving the Psychological Well-being of Prospective Teachers.

14. Suggestions For Future Research

Based on the findings of the present study, the following suggestions are offered for future research:

1. Similar studies may be conducted among prospective teachers in different districts, states, and educational settings to verify the findings.
2. The present study may be replicated with larger samples to enhance the reliability and generalizability of the results.
3. Comparative studies may be undertaken among prospective teachers, school teachers, college teachers, and teacher educators.
4. Future research may examine the relationship between Human Values and variables such as Emotional Intelligence, Resilience, Mental Health, Self-esteem, Academic Achievement, and Life Satisfaction.
5. Studies may be conducted to investigate the influence of Human Values on Teaching Competence, Professional Commitment, Teacher Effectiveness, and Classroom Management.
6. Experimental studies may be undertaken to assess the effectiveness of value education programmes in improving the Psychological Well-being of Prospective Teachers.
7. Longitudinal studies may be conducted to examine changes in Human Values and Psychological Well-being over different stages of teacher education.
8. Qualitative studies may be carried out to gain a deeper understanding of the experiences and perceptions of prospective teachers regarding Human Values and Psychological Well-being.
9. Mixed-method research may be undertaken to provide a comprehensive understanding of the relationship between Human Values and Psychological Well-being.
10. Future studies may include additional demographic variables such as socioeconomic status, family background, academic discipline, and educational environment.
11. Cross-cultural studies may be conducted to compare Human Values and Psychological Well-being among prospective teachers from different cultural and educational contexts.
12. Research may be undertaken to identify the factors that contribute to the development of Human Values and Psychological Well-being among future teachers.



15. Conclusion

The present study examined the relationship between Human Values and Psychological Well-being among Prospective Teachers. The findings revealed that the majority of the prospective teachers possessed a moderate level of Human Values and Psychological Well-being. The study further indicated that there were no significant differences in Human Values and Psychological Well-being with respect to Gender, Locality, Type of Management, and Stream of Study.

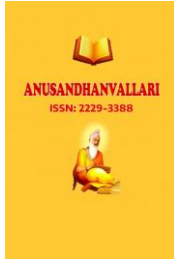
A significant positive relationship was found between Human Values and Psychological Well-being among Prospective Teachers. This finding suggests that prospective teachers who possess higher levels of Human Values tend to exhibit better Psychological Well-being. Human Values such as honesty, responsibility, empathy, cooperation, and respect contribute positively to emotional stability, personal growth, and overall psychological health.

The study highlights the importance of integrating value education and psychological well-being programmes into teacher education curricula. Developing Human Values alongside professional competencies can help prepare future teachers who are not only academically competent but also ethically responsible, emotionally balanced, and socially committed.

Therefore, the study concludes that Human Values play a vital role in enhancing the Psychological Well-being of Prospective Teachers. Strengthening value-based education within teacher preparation programmes can contribute significantly to the holistic development of future teachers and improve the quality of education and society at large.

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