

Values and Wellbeing: A Hope for Harmonious Holistic Development

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Abstract:

"आत्मविद्या विद्यानाम् अहं परं तपः" (Ātma-vidyā vidyānām ahaṁ paraṁ tapaḥ)

Self-knowledge is the highest form of knowledge

Bhagavad Gita 10.38

The NEP 2020 reflects a comprehensive vision for holistic development in education, encompassing academic, social, emotional, and ethical dimensions. It advocates an approach that prioritizes the holistic well-being and development of every individual, preparing them to lead meaningful and fulfilling lives in an increasingly complex and interconnected world. In the pursuit of nurturing individuals' holistic development, understanding the intricate relationship between mental well-being and personal values emerges as a paramount concern. The study explores how personal values intersect with mental well-being to foster harmony in holistic development, particularly among Prospective Teachers. Employing a Descriptive Survey approach, data are gathered. The Individuals who align their actions with their personal values experience a higher sense of intrinsic motivation, which is linked to greater well-being (Deci & Ryan, 2000). The findings from this study hold implications for educational policies and practices aimed at promoting holistic development. By recognizing the interplay between well-being and personal values, educators can cultivate environments conducive to fostering resilience, empathy, and ethical decision-making among learners (Taylor et al., 2021). Understanding oneself is fundamental to holistic development and mental wellbeing, as it allows individuals to align their actions with their personal values, fostering a sense of authenticity, fulfillment, and harmony in their lives. In the results, a significant positive correlation was observed between well-being and personal values among the participants, indicating that individuals who align their actions with their core values tend to experience higher levels of well-being." Ultimately, this research aims to contribute to the ongoing discourse on holistic education and advocate for the integration of values-based approaches in educational settings to nurture Prospective teachers' holistic development and well-being.

Keywords Holistic Development, NEP 2020, Personal Values, Prospective teachers, Wellbeing

1. Introduction

In modern educational discourse, the pursuit of holistic development has garnered increasing attention, recognizing the multifaceted nature of human growth. Central to this endeavor is the exploration of the intricate interplay between individual well-being and the guiding principles of personal values. As educators play a pivotal role in shaping the next generation, understanding how their well-being is influenced by their adherence to core values becomes paramount. In recent years, there has been a growing emphasis on the importance of holistic development in educational settings, recognizing the interconnectedness of various aspects of individuals' growth, including cognitive, emotional, social, and moral dimensions (Noddings, 2010). Holistic development is not only

about academic achievement but also about fostering individuals' overall wellbeing and ethical values (Gardner, 2007). Within the educational context, prospective teachers play a crucial role in shaping the holistic development of students, as they serve as role models and facilitators of learning experiences (Darling-Hammond, 2006). The concept of wellbeing has garnered increasing attention in both academic and policy domains, reflecting a broader recognition of the importance of subjective experiences of happiness, fulfillment, and life satisfaction (Diener et al., 1999). Wellbeing encompasses not only physical health but also psychological, social, and emotional aspects of individuals' lives (Ryff, 1989). Research indicates that promoting wellbeing among educators is essential not only for their own personal satisfaction and job performance but also for creating positive learning environments and enhancing student outcomes (Sutton, 2004).

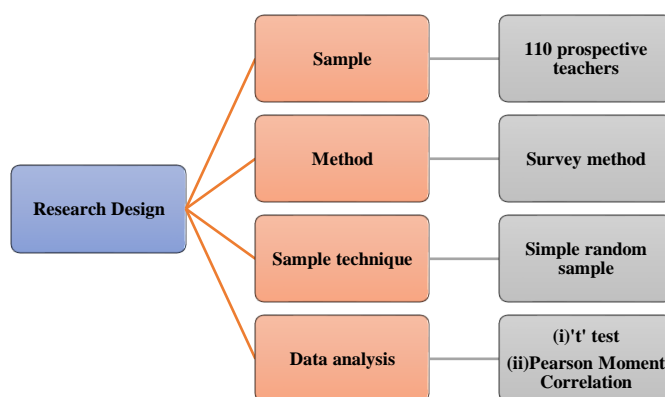
Similarly, moral values and ethical principles are fundamental components of education, guiding individuals' behaviors, decisions, and interactions with others (Kohlberg, 1969). The development of moral values is considered essential for fostering responsible citizenship and contributing to the well-being of society (Nucci, 2001). Educators, including prospective teachers, play a critical role in nurturing moral development by modeling ethical behavior, facilitating moral discussions, and providing moral guidance to students (Berkowitz & Bier, 2005). While there is a substantial body of literature exploring the individual constructs of holistic development, wellbeing, and moral values separately, limited research has examined the interconnectedness of these constructs, particularly among prospective teachers. Understanding how these dimensions interact and influence each other is crucial for informing educational practices and policies aimed at promoting holistic development and moral education in schools (Reynolds, 2003). Fostering holistic development, wherein individuals align their actions with their inherent values, thereby enhancing overall wellbeing.

2. Objectives

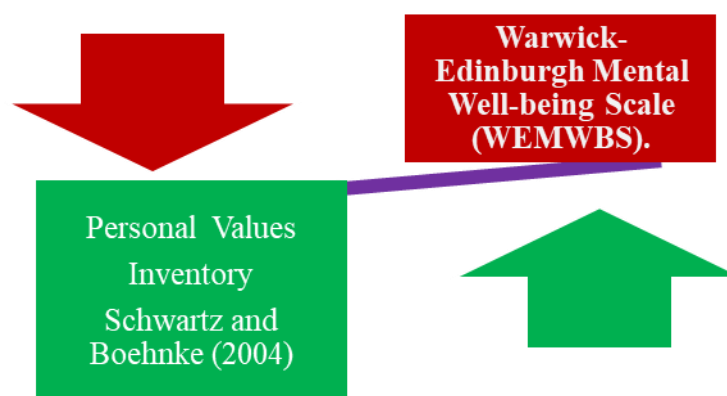
- 1) To analyses the Personal Values among 2-year B.Ed., and 4-year Integrated B.Ed., Prospective teachers.
- 2) To examines the Mental Wellbeing among 2-year B.Ed., and 4-year Integrated B.Ed., Prospective teachers
- 3) To find out the significant correlation between Personal Values and Mental Wellbeing among Prospective teachers

3. Methods

Normative survey method was adopted for the study. The sample consisted of 110 prospective teachers which includes 2-year B.Ed., Course and 4-year Integrated B.Ed., course. The simple random sampling technique was used for the study. Tool used for the study. The tool used for the present study were Warwick-Edinburgh Mental Well-being Scale (WEMWBS) and Schwartz and Boehnke (2004) Personal Values Inventory. The following statistical techniques were used for the study. (a) Mean (b). Standard deviation (c). 't' test. (d) Pearson moment Correlation



(a)Tools used



4. Results

Hypothesis 1: There is no significant difference in Mental wellbeing among 2-year B.Ed., and 4-year Integrated B.Ed., Prospective teachers.

Table 1 Comparison of Mental Wellbeing Scores of Prospective Teachers with respect to their Course

Course	N	Mean	SD	Df	t-value
4-year Integrated B.Ed.,	59	50.86	9.37	108	2.4872
2-Year B.Ed.,	51	46.51	8.90		

The table 1 present comparative statistics for mean scores of Mental wellbeing between 2-year B.Ed., and 4 Year Integrated B.Ed., Prospective teachers. In the 4 Year Integrated preservice teachers' unit (N= 59), the mean score is 50.86 with a Standard Deviation of 9.37. Conversely the 2 Year Integrated preservice teachers' unit (N= 51), the mean score is 46.51 with a Standard Deviation of 8.90. The resulting t -value from the statistical test comparing these means is 2.4872. It indicates that there is a statically significant difference between the means scores of two groups. Specifically, given that the mean mental wellbeing score for students in the 4-year Integrated B.Ed. program is 50.86, and for those in the 2-year B.Ed. program it is 46.51, it implies that the students in the 4-year program tend to have higher mental wellbeing scores compared to those in the 2-year program.

Hypothesis 2: There is no significant difference in Personal Values among 2-year B.Ed., and 4-year Integrated B.Ed., Prospective teachers.

Table 2 Comparison of Personal Values Scores of Prospective Teachers with respect to their Course

Course	N	Mean	SD	Df	t-value
4-year Integrated B.Ed.,	59	135.31	9.79	108	7.2642
2-Year B.Ed.,	51	117.92	15.08		

The table 2 presents comparative statistics for mean scores of Personal values between 2-year B.Ed., and 4 Year Integrated B.Ed., Prospective teachers. In the 4 Year Integrated preservice teachers' unit (N= 59), the mean score is 135.31 with a Standard Deviation of 9.79.

Conversely the 2 Year Integrated preservice teachers' unit (N= 51), the mean score is 117.92 with a Standard Deviation of 15.08. The resulting t-value from the statistical test comparing these means is 7.2642. It indicates that there is a statically significant difference between the means scores of two groups. Specifically, given that the mean mental wellbeing score for students in the 4-year Integrated B.Ed. program is 50.86, and for those in the 2-year B.Ed. program it is 46.51, it implies that the students in the 4-year program tend to have higher mental wellbeing scores compared to those in the 2-year program. Since the t-value is quite high, it suggests that there is a substantial difference in personal values scores between these two groups. Specifically, given that the mean personal values score for students in the 4-year Integrated B.Ed. program is 135.31 and for those in the 2-year B.Ed. program, it is 117.92, it implies that students in the 4-year program tend to have higher personal values scores compared to those in the 2-year program.

Hypothesis 3: There is no significant correlation between Personal Values and Mental Wellbeing among Prospective teachers

Table 3 Comparison of Personal Values and Mental Wellbeing among Prospective Teachers

Variables	ρ Value
Personal Values	0.634
Mental well being	

The table 3 presents comparative statistics for mean scores of Personal values and mental wellbeing among prospective Teachers. A correlation coefficient of 0.634 suggests that as personal values increase, mental wellbeing tends to increase as well among prospective teachers. In other words, there is a positive relationship between having strong personal values and experiencing higher levels of mental wellbeing. This implies that individuals who prioritize personal values such as integrity, empathy, resilience, and compassion may also experience greater mental well-being.

5. Discussion

(i) The integrated teacher training, emphasis on holistic education within the 4-year Integrated B.Ed. program likely contribute to the observed increases in mental wellbeing and personal values compared to the 2-year B.Ed. program. These factors create a conducive learning environment that nurtures students' professional development, ethical orientation, and overall well-being, ultimately preparing them to become competent, compassionate, and resilient educators.

❖ **Integrated Teacher Training:** Starting teacher training from the beginning of the program allows students in the 4-year Integrated B.Ed. to immerse themselves in pedagogical practices, educational theories, and classroom experiences over an extended period. This early exposure enables them to gradually develop the skills, confidence, and mindset required for effective teaching. As a result, they may experience lower levels of stress and anxiety associated with the transition to teaching roles compared to students in the 2-year B.Ed. program, who may have a shorter period for preparation. According to Darling-Hammond (2006), integrated teacher training programs that provide early and sustained exposure to pedagogical practices and classroom experiences contribute to the gradual development of teaching skills, confidence, and a teacher's mindset.

❖ **Holistic Education:** Sample for the present study belongs to Gandhian Institutions. Institution following Gandhian principles typically emphasize values such as truth, non-violence, empathy, service, and community engagement. The integration of these principles into the educational environment fosters a culture of ethical conduct, social responsibility, and personal growth. Students exposed to such principles are more likely to develop strong personal values aligned with Gandhian ideals, which may positively influence their mental wellbeing by providing a sense of purpose, moral clarity, and interpersonal harmony. Gandhian principles advocate for holistic education that nurtures the intellectual, moral, social, and emotional dimensions of students. By prioritizing the

holistic development of prospective teachers, the 4-year Integrated B.Ed. program creates a supportive learning environment that values personal growth alongside academic achievement. This holistic approach may contribute to higher levels of mental wellbeing among students by addressing their diverse needs and fostering a sense of belonging, competence, and autonomy. Gandhian education emphasizes experiential learning, self-reflection, and practical engagement with real-world issues. Through activities such as community service, rural immersion, and reflective pedagogy, students in the 4-year Integrated B.Ed. program have opportunities to apply theoretical knowledge, develop empathy, and cultivate personal values in authentic contexts. Engaging in meaningful experiences and reflecting on their learning journey enhances students' sense of efficacy, empathy, and resilience, which are integral components of both mental wellbeing and personal values.

(ii) The observed differences in mental wellbeing scores between students in different educational programs underscore the importance of holistic approaches to education that prioritize students' overall development and wellbeing. Educational institutions can use these findings to inform program design, support systems, and community engagement efforts aimed at fostering a positive learning environment for all students.

❖ **Long-term Engagement and Wellbeing:** The findings suggest that educational programs with longer durations, such as the 4-year integrated program, may offer benefits for students' mental wellbeing. This implies that institutions could consider incorporating more comprehensive and extended programs to support students' overall wellbeing. Longer programs allow for a more gradual and comprehensive development of skills, knowledge, and competencies. This gradual approach can reduce stress and anxiety associated with learning and performance pressure, leading to better mental wellbeing among students (Hansen & Nielsen, 2016).

❖ **Holistic Development:** The fact that 4-year integrated students participate in activities like religious prayers, peace moments, and other positive practices indicates a focus on holistic development within their educational environment. This suggests that educational institutions should consider integrating such practices into their programs to promote not only academic but also social, emotional, and spiritual growth among students. Programs with longer durations are more likely to incorporate holistic approaches to education, addressing not only academic but also social, emotional, and ethical aspects of students' development. This holistic focus is associated with higher levels of psychological wellbeing and life satisfaction (Waters et al., 2011).

❖ **Value of Community Engagement:** The participation of 4-year integrated students in activities that foster a sense of community, such as religious prayers and peace moments, highlights the importance of community engagement in enhancing mental wellbeing. Educational institutions could emphasize community-building activities to create a supportive and inclusive environment for all students. Extended programs often provide more opportunities for mentorship, peer support, and counseling services, which can enhance students' emotional resilience and coping mechanisms (Demir, 2017).

❖ **Equity and Access:** While the findings suggest potential benefits associated with longer educational programs, it's essential to ensure equity and access for all students. Institutions should strive to provide support and resources that promote mental wellbeing regardless of program duration or other factors.

❖ **Curriculum Design and Support Systems:** The observed differences in mental wellbeing could also prompt educators and policymakers to review curriculum design and support systems within educational programs. Incorporating strategies to enhance social support, stress management, and personal development could contribute to improved mental wellbeing outcomes for all students. Extended programs often provide more opportunities for reflection, self-assessment, and personal growth, which are essential for building self-awareness and resilience (Winkelmes et al., 2016).

❖ **Duration of Education:** The difference in personal values scores could suggest that longer educational programs, such as the 4-year Integrated B.Ed., provide more opportunities for students to develop and internalize personal values. Longer programs may foster a stronger sense of belonging and community among students, which is positively correlated with mental health outcomes (Hausmann et al., 2007).

(iii) Recognizing the strong correlation between personal values and mental wellbeing among prospective teachers provides valuable insights for shaping teacher education programs, supporting teacher well-being, and ultimately promoting positive teaching practices and student outcomes. By prioritizing values-based education

and holistic support for teachers, educational institutions can contribute to the creation of healthier and more effective learning environments.

❖ **Values-Based Education:** Educational institutions should consider incorporating values-based education into teacher training programs. Emphasizing personal values not only enhances the character development of prospective teachers but also promotes their mental wellbeing. This could involve integrating values education modules into the curriculum and providing opportunities for reflective practices that encourage self-awareness and moral development. Promoting positive values among students could potentially enhance their overall well-being. (Bojanowska, A. 2020). Value education serves as a preventative measure to prevent schoolchildren from becoming involved in various forms of violence. (Sanjay 2019)

❖ **Wellbeing Support Programs:** Understanding the significant correlation between personal values and mental wellbeing, institutions should prioritize the provision of support programs aimed at enhancing both aspects among prospective teachers. These programs could include counseling services, stress management workshops, mindfulness training, and peer support groups, which can help teachers cultivate resilience, cope with stressors, and maintain positive mental health. Garcia, (2017) suggested that interventions aimed at fostering personal values within the context of professional development could positively impact teachers' mental health and well-being.

❖ **Professional Development:** Incorporating discussions on personal values and mental wellbeing into professional development programs for educators can foster a supportive school culture that values holistic teacher well-being. Providing teachers with strategies to align their personal values with their professional practice can contribute to job satisfaction, retention, and ultimately, student success. Garcia (2017) highlights the importance of integrating discussions on personal values and mental well-being into professional development initiatives.

❖ **Role Modeling:** Educational leaders and mentors should serve as role models by demonstrating and promoting positive personal values and prioritizing mental wellbeing. By fostering a culture of authenticity, empathy, and self-care, leaders can create an environment where teachers feel valued, supported, and empowered to prioritize their own mental health while also modeling these behaviors for their students. Culture of authenticity, empathy, and self-care among educators promotes positive personal values and prioritizes mental well-being, ultimately benefiting both teachers and students. (Sutton, R. E. 2004).

❖ **Research and Assessment:** Continued research into the relationship between personal values, mental wellbeing, and teaching effectiveness is essential. Educational institutions should conduct longitudinal studies and assessments to evaluate the impact of values-based education and wellbeing support programs on teacher performance, job satisfaction, and student outcomes.

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