

HAPPINESS AMONG PROSPECTIVE TEACHERS PURSUING B.ED. PROGRAMME IN TEACHER EDUCATION INSTITUTIONS AFFILIATED TO DIBRUGARH UNIVERSITY

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ABSTRACT

Teacher happiness has emerged as an important aspect of educational research because it influences professional commitment, teaching effectiveness and overall well-being. Recognizing that prospective teachers represent the future teaching workforce, the present study examined the level of happiness among Bachelor of Education (B.Ed.) trainees enrolled in teacher education institutions affiliated to Dibrugarh University, Assam. The study adopted a descriptive survey design and included a sample of 120 prospective teachers selected through stratified and purposive sampling techniques from four government and private teacher education institutions. Data were collected using an adapted version of the Happiness Scale developed by Dr. Shalini and Joy Prakash Deb, and the responses were analysed using descriptive statistics and independent sample *t*-tests.

The findings revealed that the majority of prospective teachers (57.5%) exhibited an average level of happiness, while 28.34% demonstrated above-average happiness. Dimension-wise analysis indicated that Emotional Resilience emerged as the strongest component of happiness, whereas Professional Identity recorded the lowest score. Statistical analysis further revealed no significant differences in happiness based on gender, academic stream, semester or type of institution. Overall, the study indicates that prospective teachers possess a stable and satisfactory level of happiness. The findings underscore the need for teacher education institutions to strengthen professional identity, mentorship, and well-being initiatives to foster holistic development among future teachers.

Keywords: Happiness, Prospective Teachers, Gender, Stream of Study, Semester, Dibrugarh University.

INTRODUCTION

Education is a process that facilitates the all-round development of individuals, encompassing intellectual, emotional, social and moral dimensions (Mahmoudi et al., 2012). Teachers play a crucial role in shaping holistic development, as their attitudes, emotional well-being and professional commitment have a significant impact on the quality of teaching and learning (Xiong, 2025). In recent years, educational research has increasingly emphasized the psychological well-being and happiness of teachers (Campbell, 2025).

Happiness is a fundamental component of positive psychology and is associated with positive emotions, life satisfaction, resilience and effective functioning (Seligman, 2011). In educational settings, teacher happiness has been found to contribute to better classroom climate, enhanced student engagement and improved learning outcomes (Karakasidou et al., 2025). Teachers who experience higher levels of happiness are more likely to demonstrate

enthusiasm, creativity and emotional stability in their professional roles (Verma & Singh, 2023).

Prospective educators enrolled in the Bachelor of Education (B.Ed.) programme represent the future teaching workforce (Verma & Singh, 2023). The pre-service stage is a pivotal period during which individuals form their professional identity, attitude towards teaching and coping strategies for professional challenges (Anand & Singh, 2023). However, this phase is also characterized by academic workload, teaching practice anxiety, evaluation pressure and uncertainty regarding employment opportunities, which may adversely affect happiness and well-being (Arora & Srivastava, 2019).

In the Indian context, teacher education is undergoing significant reforms guided by the National Education Policy (NEP) 2020, which emphasizes teacher well-being, holistic development and value-based education (Government of India, 2020). Despite this policy emphasis, empirical studies focusing on happiness among pre-service teachers, particularly in regional contexts such as Assam, remain limited. The present study seeks to address this gap by examining happiness among prospective educators enrolled in B.Ed programme in the teacher education institutes of Dibrugarh district under Dibrugarh University.

CONCEPTUAL FRAMEWORK OF THE STUDY

Concept of happiness

Happiness is a complex and multidimensional psychological construct that reflects how individuals evaluate the quality of their lives both emotionally and cognitively. Traditionally, happiness has been conceptualized under two broad traditions: hedonic well-being and eudaimonic well-being. The hedonic tradition defines happiness in terms of pleasure, enjoyment and the experience of positive emotions, emphasizing the pursuit of pleasurable outcomes and the avoidance of pain (Kahneman et al., 1999).

The eudaimonic perspective considers happiness as the realization of one's potential, personal growth and living a meaningful life aligned with one's core values (Ryan & Deci, 2001). Eudaimonic happiness focuses on psychological functioning, autonomy, competence and relatedness, suggesting that true happiness comes from fulfilling intrinsic human needs rather than external rewards (Ryan & Deci, 2001).

Diener (1984), defined happiness through the framework of subjective well-being (SWB), which includes three components: (a) the presence of positive affect, (b) the absence of negative affect and (c) life satisfaction, which is a cognitive evaluation of one's life circumstances. This model highlights that happiness is influenced not only by emotional reactions but also by an individual's reflective judgments about their life overall (Diener E. , 1984).

Positive psychology has further expanded the understanding of happiness by incorporating multiple dimensions of well-being. Seligman (2011) proposed the PERMA model, which argues that happiness is derived from five core elements: Positive Emotions, Engagement, Relationships, Meaning and Accomplishment (Seligman, 2011). This framework emphasizes that individual's flourish when these components are nurtured, suggesting that happiness is not a singular entity but a combination of emotional, social and functional aspects of life (Seligman, 2011).

Happiness is also shaped by cultural factors. Cross-cultural studies reveal that individuals from collectivist societies may associate happiness more with social harmony, family ties and group belongingness, whereas individuals from individualistic cultures may prioritize autonomy, personal success and self-expression (Uchida & Kitayama, 2009).

Happiness is partly influenced by genetics, partly by life circumstances and significantly by intentional activities such as cultivating gratitude, engaging in acts of kindness and nurturing relationships (Lyubomirsky, 2007). This perspective suggests that while certain aspects of happiness may be stable, individuals have the capacity to enhance their levels of happiness through deliberate actions and lifestyle choices (Lyubomirsky, 2007).

Overall, happiness is not merely a fleeting emotion but a comprehensive evaluation of one's overall well-being (Diener et al., 2018). It encompasses affective experiences, cognitive judgments, purpose in life and meaningful social connections. As a construct central to positive psychology, happiness is understood as both an outcome of personal and environmental conditions and a predictor of mental health, resilience, and life satisfaction (Diener et al., 2018).

Concept of happiness in the Indian context

The Indian understanding of happiness differs significantly from the predominantly hedonic and individualistic Western perspective (Kumari, 2022). In the Indian tradition, happiness is conceptualized primarily as an internal, enduring state of contentment (sukha) rather than transient pleasure (Kumari, 2022). True happiness resides within consciousness and is independent of external objects or sensory experiences (Prajapati, 2018). Lasting happiness is attained through self-knowledge (atma-jnana), detachment from fleeting desires (vairagya) and realization of the eternal self (atman) (Prajapati, 2018). The Indian concept of happiness further contrasts hedonistic interpretations, which equate happiness with sensory gratification, with transcendental and collectivist approaches that prioritize spiritual liberation (moksha) and communal harmony (Prajapati, 2018).

Indian philosophical and psychological traditions view happiness as a consequence of righteous living (dharma), emotional balance and spiritual growth rather than material acquisition or external success (Kumari, 2022). It critiques the contemporary misconception that wealth automatically translates into well-being and highlights traditional pathways such as mindfulness, ethical conduct, meaningful interpersonal relationships and detachment as significant ingredients of true happiness (Kumari, 2022).

Thus, the Indian conception of happiness is predominantly eudaimonic and relational, rooted in self-realization, inner peace and harmonious coexistence rather than mere pleasure-seeking or individual achievement (Kumari, 2022) (Prajapati, 2018).

Concept of Teacher Education

Teacher education is a pivotal component of the educational system, as teachers play a central role in shaping learner's intellectual, social and emotional development (Government of India, 2020). The quality of education in any society largely depends on the quality of its teachers, making teacher education a crucial process for national development (Government of India, 2020). Teacher education programmes aim not only at the transmission of subject knowledge and pedagogical skills but also at the holistic development of teachers, including their attitudes, values and emotional competencies (Khatreja, 2023).

In contemporary educational discourse, teacher education is viewed as a dynamic and continuous process that prepares individuals to meet the diverse and changing demands of the teaching profession (Khatreja, 2023). It involves the development of professional knowledge, teaching skills, ethical responsibility and reflective practice (Khatreja, 2023). According to the National Council for Teacher Education (NCTE), teacher education should foster professional commitment, emotional maturity and social sensitivity among prospective teachers (NCTE, 2014).

With the increasing complexity of classrooms, teachers are expected to handle academic responsibilities along with emotional and social challenges (Hargreaves, 2000). Teaching is recognized as an emotionally demanding profession that requires patience, resilience, empathy and effective interpersonal skills (Hargreaves, 2000). As a result, teacher education programmes must address not only cognitive and pedagogical aspects but also the emotional health and happiness of pre-service teachers (Caprara et al., 2006).

The Bachelor of Education (B.Ed.) programme serves as a formal pathway for preparing prospective teachers in India (Khatreja, 2023). It aims to develop competent, reflective and socially responsible teachers who can contribute effectively to the educational system (Rani & Nivedita, 2021). Recent educational reforms emphasize the integration of well-being and mental health within teacher education (Government of India, 2020). The National Education Policy (NEP) 2020 stresses the importance of nurturing emotionally balanced and motivated teachers to ensure quality education (Government of India, 2020).

In this context, understanding psychological constructs such as happiness among pre-service teachers becomes highly relevant (Arora & Srivastava, 2019). Happiness influences motivation, engagement, professional commitment and teaching effectiveness (Seligman, 2011). Therefore, examining happiness within teacher education provides valuable insights into the overall preparedness of future educators and supports the development of comprehensive teacher education programmes.

Happiness among Prospective Teachers

Happiness has emerged as a significant area of inquiry in teacher education, reflecting a broader recognition that the emotional well-being of prospective teachers is closely tied to their motivation, academic performance, professional identity formation and future classroom effectiveness (Arora & Srivastava, 2019). As teacher preparation programmes increasingly acknowledge the role of psychological well-being in shaping competent and resilient educators, recent studies have undertaken systematic investigations to understand the levels and determinants of happiness among teacher trainees across India (Arora & Srivastava, 2019). The happiness among prospective teachers is influenced by personal, social, academic and institutional factors and that well-being acts as a predictor of both professional suitability and academic success (Anand & Singh, 2023).

There is a need to consider social, mental and professional dimensions of happiness when examining the well-being of teacher educators, highlighting that differences in institutional environments may significantly shape emotional outcomes (Arora & Srivastava, 2019). The emotionally fulfilled prospective teachers are more likely to excel academically (Anand & Singh, 2023).

Happiness among prospective teachers is shaped by a complex interplay of demographic, institutional and psychological factors (Fatima et al., 2025). It also highlights the importance of creating supportive, resource-rich and emotionally nurturing teacher education environments (Rani & Nivedita, 2021). These findings hold strong implications for policy and practice, emphasizing that fostering happiness during teacher preparation not only enhances trainee's personal well-being but also contributes to the long-term development of effective, compassionate, and resilient educators (Arora & Srivastava, 2019). Therefore, understanding the determinants and patterns of happiness among prospective teachers becomes essential for improving teacher education programmes and ensuring the holistic development of future teachers.

Review of Related Literature

Ryff (1989) challenges the conventional reliance on happiness. She defined happiness as positive affect and life satisfaction as the sole indicator of optimal functioning and instead proposes a comprehensive model of psychological well-being. Using extensive theoretical synthesis and empirical factor analysis, she identifies six core dimensions that more accurately reflect human flourishing: autonomy, environmental mastery, personal growth, positive relations with others, purpose in life and self-acceptance.

Waterman (1993) distinguishes between two fundamental conceptions of happiness hedonic enjoyment, which emphasizes pleasure and subjective satisfaction and eudaimonia, which is rooted in personal expressiveness and the realization of one's true potentials. Through empirical investigation, Waterman demonstrates that eudaimonic experiences, defined as activities that allow individuals to express their unique talents and capacities, yield deeper and more fulfilling forms of well-being compared to purely hedonic pursuits focused on pleasure and comfort.

Diener et al., (1999) present a comprehensive review of over three decades of research on Subjective Well-Being (SWB), establishing it as a multidimensional construct that includes life satisfaction, positive affect and negative affect. Their work highlights that happiness is shaped by a combination of personality traits, such as extraversion and emotional stability, and situational factors, while demographic variables like age, gender and income show only weak associations with well-being.

Ryan and Deci (2001) provide a comprehensive theoretical distinction between hedonic well-being, defined primarily in terms of pleasure attainment and pain avoidance and eudaimonic well-being, which emphasizes meaning, self-realization and the actualization of human potentials. Drawing on self-determination theory, the authors argue that eudaimonic well-being arises from fulfilling basic psychological needs autonomy, competence and relatedness while hedonic well-being focuses on subjective experiences of happiness and life satisfaction.

Seligman (2011) expands the scope of positive psychology by introducing the PERMA model Positive Emotion, Engagement, Relationships, Meaning and Accomplishment as a multidimensional framework for understanding human contentment. Drawing on empirical research, classroom experiments, and large-scale interventions, particularly in education and health, the book demonstrates how strengthening PERMA components enhances resilience, reduces symptoms of depression, and fosters optimal functioning.

Prajapati (2018) examines the philosophical underpinnings and cultural frameworks that shape Indian understandings of happiness, arguing that true happiness resides within consciousness rather than in external objects or experiences. Drawing extensively on ancient Indian texts such as the Vedas, Upanishads and the *Bhagavad Gita*, the paper highlights how these scriptures articulate a vision of happiness as an enduring state of inner peace and equilibrium, achievable through self-knowledge and detachment from transient desires.

Kumari (2022) presents a culturally rooted examination of how happiness is understood within the Indian philosophical and psychological tradition. She argues that happiness in the Indian context is viewed primarily as an internal state of contentment rather than a product of external achievements or material gains. Drawing from classical ideas related to dharma (duty), self-realization, balance, and detachment, the paper highlights that Indian thought emphasizes inner peace, ethical living, and spiritual growth as essential components of true happiness.

Arora and Srivastava (2019), investigates the social, mental and professional dimensions of happiness among teacher educators working in aided and self-financed colleges under MJP Rohilkhand University. The study addresses a relevant and contemporary issue, emphasizing the importance of teacher well-being in maintaining educational quality and institutional climate. The study employs a descriptive survey method with a sample of 100 teacher educators. The study highlights meaningful patterns, such as comparatively higher happiness levels among aided college educators and greater professional happiness among female educators, but these findings require more rigorous analysis to draw generalizable conclusions.

Anand and Singh (2023) present a relevant and timely investigation into the relationship between emotional well-being and academic performance among trainee teachers in the Siwan district of Bihar. The authors provide a strong historical overview of the evolution of teacher training in India, effectively situating the study within a broader educational context. Using a descriptive survey method, a sample of 100 trainees was selected through simple random sampling and data were collected using a self-constructed Happiness Scale along with academic records. The statistical analysis, conducted through mean, standard deviation, and independent t-tests, clearly demonstrates a positive relationship between happiness and academic achievement for both male and female trainees, with female trainees showing slightly higher levels in both variables.

Verma and Singh (2023) present a systematic investigation into the happiness levels of present teachers in Bihar, offering valuable insight into an under-explored population. Using the Happiness Scale and a sample of 149 teacher trainees, the authors employ t-tests and ANOVA to assess how demographic variables such as gender, residence, type of family, socioeconomic status and parental education relate to happiness. The findings reveal that most prospective teachers possess moderate happiness levels and those demographic factors, except parental education, do not significantly influence their happiness.

Dahiya et al., (2025) provides a systematic and empirically grounded investigation into two important psychological constructs happiness and resilience among female students enrolled in B.P.Ed., B.Ed. (Yoga), and B.Ed. (General) programmes. The study is well-organized, employing a descriptive survey method with a sample of 120 participants aged 20–25 years. Its use of standardized tools, namely the Oxford Happiness Questionnaire and the Connor-Davidson Resilience Scale, enhances the reliability and validity of the findings. The results indicate no significant differences across programmes in terms of happiness or resilience, suggesting that curricular structure alone does not determine these outcomes. However, the discovery of a significant positive correlation ($r = 0.288$, $p < 0.01$) between happiness and resilience contributes meaningfully to the literature on student well-being by reinforcing the interconnected nature of positive emotions and adaptive coping.

Deb et al., (2025) provides a comprehensive examination of the multidimensional determinants of happiness among trainee teachers and offers significant insights into the interplay between well-being and academic achievement in teacher education. Employing a descriptive survey design with a sample of 140 B.Ed. trainees selected through simple random sampling from multiple teacher training institutions in Tripura, the researchers assessed happiness using the standardized Happiness Scale developed by Rastogi and Moorjani. The study's findings reveal that the majority of trainees fall within the "average" level of happiness, with only a small proportion reporting extremely high or extremely low levels, thereby highlighting a moderate overall emotional climate among future educators in the region.

Fatima et al., (2025) offers an insightful and empirically grounded examination of the subjective well-being of future teachers, focusing on multiple dimensions of happiness such as career, subjective, social, spiritual, and emotional well-being. The authors adopt a descriptive survey design, drawing a random sample of 100 trainees from government and self-financed institutions, and employ the Happiness Scale developed by Rastogi and Moorjani (2020). Happiness does not significantly differ by gender, residence or academic stream, trainees from government institutions report significantly higher happiness compared to their counterparts in self-financed colleges.

Research gap

A review of existing literature reveals that although happiness and well-being have been widely studied among in-service teachers and teacher educators, research focusing specifically on prospective educators enrolled in B.Ed. programmes remains limited, particularly in the Indian context. Despite Dibrugarh District being an important centre of teacher education under Dibrugarh University, no systematic study has been identified that examines happiness among pre-service teachers of this district, taking into account their unique academic, socio-cultural and institutional contexts. Additionally, while contemporary educational policies emphasize holistic development and well-being in teacher education, there is insufficient empirical research linking these policy objectives with the actual happiness levels of prospective educators during their training period. Therefore, a clear research gap exists for a localized and context-sensitive investigation into the happiness of two-year B.Ed. pre-service teachers of Dibrugarh University situated within Dibrugarh district, which the proposed study seeks to address.

Research questions

1. What is the level of happiness among prospective teachers (B.Ed. trainees) studying under Dibrugarh University in Dibrugarh district for the sessions 2024–2026 and 2025–2027, as assessed by the adapted version of Happiness Scale developed by Dr. Shalini and Joy Prakash Deb?
2. Does the level of happiness of prospective teachers vary according to gender (male and female)?
3. Does the level of happiness of prospective teachers differ with respect to their stream of study (Arts and Science)?
4. Is there any difference in the level of happiness between Second Semester and Fourth Semester prospective teachers?
5. Is there any difference in the level of happiness between the prospective teachers enrolled in private and government institutions?

Objectives

1. To find out the level of happiness among prospective teachers (B.Ed. trainees) enrolled in Dibrugarh district under Dibrugarh University for the batches 2024-2026 and 2025-2027.
2. To examine dimension-wise profile of happiness among prospective teachers.
3. To investigate gender-wise differences in the happiness of prospective teachers.
4. To study the level of happiness of prospective teachers in relation to their stream of study (Arts / Science).

5. To study the difference in happiness between second semester and fourth semester prospective teachers.
6. To study the difference in the level of happiness between the prospective teachers enrolled in private and government institutions.

Hypotheses

H01 There is no significant difference in the level of happiness between male and female prospective teachers (B.Ed. trainees) of Dibrugarh University.

H02 There is no significant difference in the level of happiness of prospective teachers belonging to Arts and Science streams.

H03 There is no significant difference in the level of happiness between second semester and fourth semester prospective teachers (B.Ed. trainees).

H04 There is no significant difference in the level of happiness between the prospective teachers enrolled in private and government institutions.

Methodology

The present study adopted the Descriptive Survey Method. Data were collected from a sample of 120 prospective teachers through a structured questionnaire (Happiness Scale). The responses obtained were analysed using appropriate statistical techniques to draw meaningful conclusions and achieve the objectives of the study.

Population

The population of the present study comprised of all the teacher education institutions offering the Two-Year Regular B.Ed. programme under Dibrugarh University in Dibrugarh district of Assam, along with all the pre-service teachers enrolled in these institutions during the academic sessions 2024–2026 and 2025–2027.

There are sixteen institutions that offer two years B.Ed programme under Dibrugarh University. However, there are five recognized institutions offering two years B.Ed. programme affiliated to Dibrugarh University within Dibrugarh district.

The target population, therefore, consists of all prospective teachers (teachers-in-training) pursuing the two-year Bachelor of Education (B.Ed.) programme in these five institutions. This includes students from both Arts and Science streams, studying in the second and fourth semesters and of male and female genders.

Sample

A representative sample of 120 prospective teachers was selected for the present study using a combination of purposive and stratified sampling techniques. The sample was drawn from four purposively selected teacher education institutions located in Dibrugarh district and affiliated to Dibrugarh University. These institutions represent both government and private management types, ensuring diversity in institutional settings.

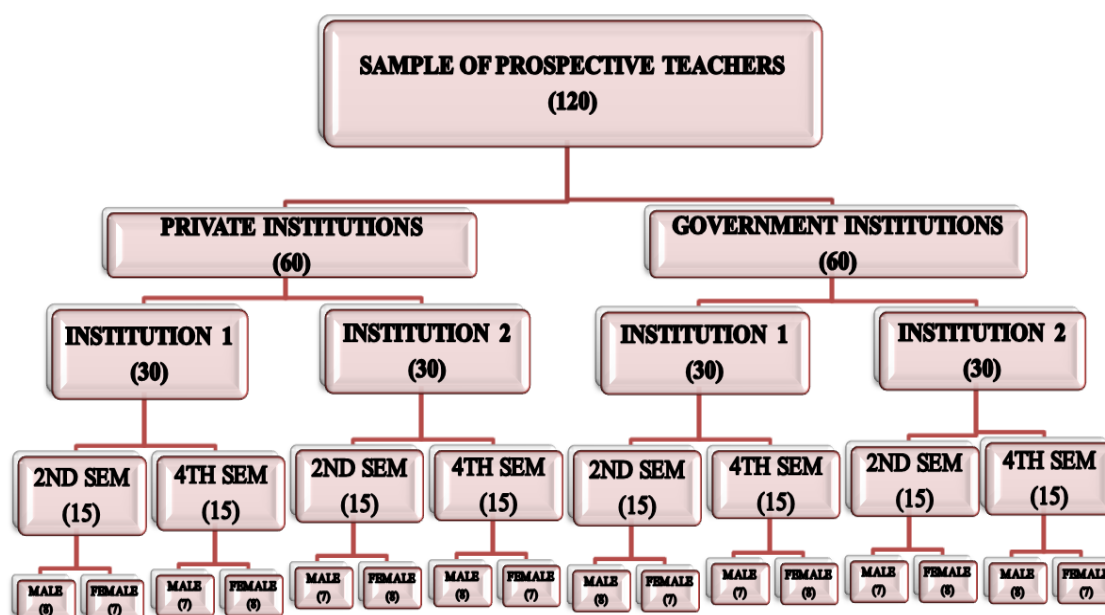


Figure 1: The flowchart represents the sample of the proposed study with reference to classification of institutions into government and private, semester of enrolment, stream of study, and gender of the prospective teachers

Tools

The principal tool used in the present study is the Happiness Scale originally developed by Dr. Shalini, Assistant Professor, School of Education, Lovely Professional University, and Mr. Joy Prakash Deb, Research Scholar, Department of Education, Fakir Mohan University, Balasore. The scale was specifically tailored for prospective teachers for understanding and promoting well-being in education sector. It is a widely accepted 23-item inventory designed to measure psychological well-being and overall happiness.

Table 1: Scoring procedure of the Happiness Scale.

ITEM	STRONGLY AGREE	AGREE	UNDECIDE D	DISAGREE	STRONGLY DISAGREE
Positive	5	4	3	2	1
Negative	1	2	3	4	5

Table 2: Dimension wise distribution of items of the happiness scale

SL. NO.	DIMENSIONS	STATEMENT	ITEM WISE SERIAL NO.	SUB TOTAL	TOTAL
1	Professional Identity	Positive	1,3,4	3	4
		Negative	2	1	
2	Emotional Resilience	Positive	5,6,7	3	3
		Negative	-	-	

3	Social Relationship	Positive	8,9,10,11,13	5	7
		Negative	12,14	2	
4	Professional Growth	Positive	15,16,17,19,20,21	6	7
		Negative	18	1	
5	Autonomy and Control	Positive	22,23	2	2
		Negative	-	-	
(19 positive + 4 negative items) Total					23

Reliability of the tool: The Split-half method and Cronbach's Alpha had been employed to assess the reliability of the tool. The reliability coefficient for the split-half method was found to be 0.74, while Cronbach's alpha yielded a reliability coefficient of 0.71. The results indicate that the tool is highly reliable.

Validity of the tool: The scale, originally developed by Dr. Shalini and Joy Prakash Deb, was reviewed by subject experts in the field of education and psychology. The experts opined that the five dimensions: Professional Identity, Emotional Resilience, Social Relationship, Professional Growth, and Autonomy and Control along with their respective statements, adequately and satisfactorily measure the construct of happiness as intended by the inventory.

Adaptation procedure: Minor modifications were made in two statements of the original scale, where the term "colleagues" was replaced with "fellow teachers-in-training" to make the items more contextually relevant and appropriate for prospective teachers (B.Ed. trainees). These changes were necessary to better reflect the peer group dynamics within teacher education institutions rather than in-service teaching environments.

Validity of the adapted tool: The content validity of the adapted Happiness Scale was established through expert judgment. The experts confirmed that these modifications did not alter the meaning or intent of the original items. They further observed that the language and content of the statements were clear, simple and suitable for the target population of prospective teachers. Thus, the adapted version of the scale possesses satisfactory content validity.

Reliability of the tool: To establish the reliability of the adapted Happiness Scale, a pilot study was conducted. Thirty prospective teachers were randomly selected from the target population. The analysis yielded a Cronbach's Alpha value of 0.71671 (approximately 0.72). The obtained reliability coefficient of 0.72 indicates that the adapted Happiness Scale possesses moderate to good internal consistency and is reliable for measuring happiness among prospective teachers.

Table 3: Calculated Reliability of the Research tool, adapted version of the Happiness Scale.

SL. NO.	RELIABILITY MEASURE	VALUE
1	Number of Items	23
2	Number of Respondents	30
3	Reliability Coefficient (Cronbach's Alpha)	0.716
4	Interpretation	High Reliability

Delimitation of the study

1. The present study was confined to the prospective teachers (B.Ed. trainees) enrolled in the two-year regular B.Ed. programme under Dibrugarh University during the academic session 2024-2026 and 2025-2027.
2. The geographical area of the present study was delimited to the B.Ed. colleges (government and private) situated within Dibrugarh district of Assam.
3. The present study was delimited to a few variables viz. gender, stream of study (Arts/Science), semester (second semester/fourth semester) and type of institution (government/private).

Results

Objective 1: To find out the level of happiness among prospective teachers (B.Ed. trainees) enrolled in Dibrugarh district under Dibrugarh University for the batches 2024-2026 and 2025-2027 as measured by the adapted Happiness Scale developed by Dr. Shalini and Joy Prakash Deb.

Table 4: Distribution of Prospective Teachers according to level of happiness.

SL. NO.	LEVEL	RAW SCORE	FREQUENCY	PERCENTAGE
1	Extremely high	114 and above	0	0
2	High	106-113	7	5.84%
3	Above average	97-105	34	28.34%
4	Average	86-96	69	57.5%
5	Below Average	78-85	9	7.5%
6	Low	69-77	1	0.83%
7	Extremely low	68 and below	0	0

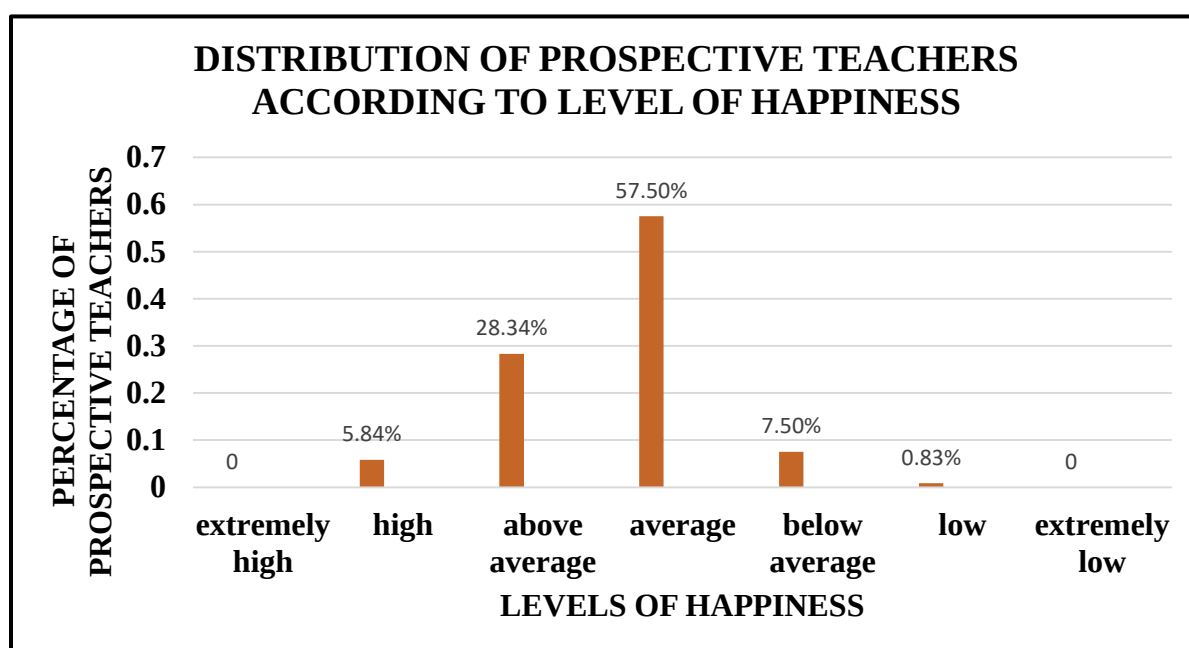


Figure 2: The frequency and percentage distribution of happiness across the levels.

To assess the happiness levels of the prospective teachers, raw scores were categorized into seven standardized norms established by the test developers. The raw scores were grouped into seven levels, namely extremely high, high, above average, average, below average, low and extremely low.

The distribution shows that the majority of the prospective teachers, 57.50% fall under the average happiness category. This is followed by 28.34% of respondents in the above average category. 7.50% of the trainees fall under the below average category, 5.84% in the high category and 0.83% under the low category. No respondent was found in the extremely high or extremely low category.

Objective 2: To examine dimension-wise profile of happiness among prospective teachers.

Table 5: Dimension-wise profile of happiness among prospective teachers.

DIMENSION	OBTAINED SCORE	MAXIMUM SCORE	PERCENTAGE
PROFESSIONAL IDENTITY	1139	2400	47.46 %
EMOTIONAL RESILIENCE	1110	1800	61.66%
SOCIAL RELATIONSHIP	2400	4200	57.14%
PROFESSIONAL GROWTH	2302	4200	54.80%
AUTONOMY AND CONTROL	630	1200	52.5%

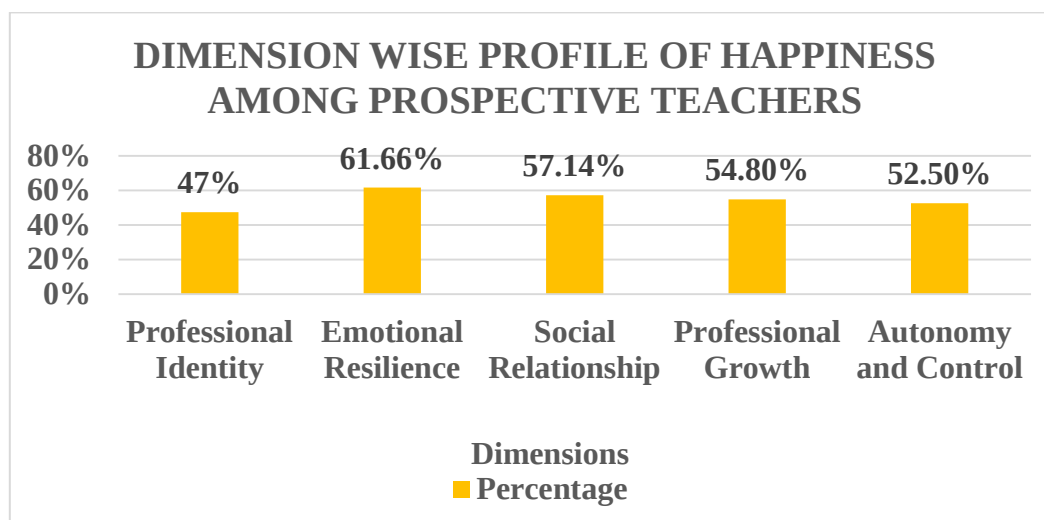


Figure 3: Dimension wise profile of happiness among prospective teachers.

The dimension-wise analysis reveals that Emotional Resilience (61.67%) obtained the highest score among the five dimensions of happiness. The second highest dimension is Social Relationship (57.12%) systems. Professional Growth (54.81%) and Autonomy and Control (52.50%) show moderate levels. The lowest score was found in Professional Identity (47.46%).

Objective 3: To investigate gender-wise differences in the happiness of prospective teachers.

Table 6: Gender-wise differences in the happiness of prospective teachers.

VARIABLES	N	MEAN	STANDARD DEVIATION
Male	60	93.63	5.12
Female	60	95.55	7.70
Total	120		

As presented in Table 6, female prospective teachers obtained a slightly higher mean happiness score 95.55 compared to their male counterparts 93.63. The standard deviation for females 7.7 is also higher than that of males 5.12, indicating greater variability in happiness levels among female trainees.

Objective 4: To study the level of happiness of prospective teachers in relation to their stream of study (Arts / Science).

Table 7: Level of happiness of prospective teachers in relation to their stream of study (Arts / Science).

VARIABLES	N	MEAN	STANDARD DEVIATION
Arts	60	94.57	7.50
Science	60	94.07	5.76
Total	120		

The mean happiness score of Arts stream prospective teachers was 94.57, while the mean happiness score of Science stream prospective teachers was 94.07. The difference between the two means was only 0.50, indicating that both groups possessed almost the same level of happiness. The standard deviations of 7.50 and 5.76 indicate a moderate variation in happiness scores within the two groups.

Objective 5: To study the difference in happiness between second semester and fourth semester prospective teachers.

Table 8: Happiness between second semester and fourth semester prospective teachers.

VARIABLES	N	MEAN	STANDARD DEVIATION
Second semester	60	94.233	6.1764
Fourth semester	60	94.4	7.164
Total	120		

Table highlights that final-year prospective teachers in their Fourth Semester achieved an elevated mean happiness score of 94.4 and standard deviation is 7.1644, while introductory trainees in their Second Semester registered a lower mean score of 94.2333 and standard deviation 6.1764. Both groups show very similar average happiness levels. The 4th semester group has slightly higher variability (SD = 7.16 vs 6.18).

Objective 6: To study the differences in happiness between private and government educational institution

Table 9: Happiness level among prospective teachers enrolled in private and government educational institution.

VARIABLES	N	MEAN	STANDARD DEVIATION
Private institutions	60	94.93	7.25
Government institutions	60	93.70	6.02
Total	120		

Prospective teachers studying in Private institutions recorded a higher mean happiness rating of 94.93 alongside a wider standard deviation of 7.25. Meanwhile, those studying in Government institutions recorded a lower mean score of 93.70 with a standard deviation of 6.02.

Testing and interpretation of data to test the hypotheses

Null hypothesis (H01): There is no significant difference in the level of happiness between male and female prospective teachers.

Table 10: Table showing difference in the level of happiness between male and female

VARIABLES	N	MEAN	STANDARD DEVIATION	SED	t VALUE	DEGREE OF FREEDOM(df)	RESULT
Male	60	93.63	5.12	1.194	1.61	118	Not significant
Female	60	95.55	7.7				

prospective teachers.

To determine whether there is a significant difference in the level of happiness between male and female prospective teachers, a t-test was employed. The mean happiness score of male prospective teachers was 93.63, whereas the mean happiness score of female prospective teachers was 95.55. The calculated Standard Error of Difference (SED) was 1.194 and the obtained t-value was 1.61 with 118 degrees of freedom.

The calculated t-value 1.61 is smaller than the critical t-value 1.98 at the 0.05 level of significance. Therefore, the difference between the mean happiness scores of male and female prospective teachers was found to be statistically not significant. Hence, the null hypothesis stating that there is no significant difference in the level of happiness between male and female prospective teachers is accepted.

Null hypothesis (H02): There is no significant difference in the level of happiness of prospective teachers belonging to arts and science streams.

Table 11: Table showing difference in the level of happiness of prospective teachers belonging to arts and science streams.

STREAM	N	MEAN	STANDARD DEVIATION	SED	t VALUE	DEGREE OF FREEDOM(df)	RESULTS
Arts	60	94.57	7.50	1.220	0.41	118	Not significant
Science	60	94.07	5.76				

The significance of the difference between the mean happiness scores of Arts and Science students was examined using the t-test. The mean happiness score of Arts students was 94.57, whereas the mean happiness score of Science students was 94.07. The calculated Standard Error of Difference (SED) was 1.22 and the obtained t-value was 0.41 with 118 degrees of freedom.

The calculated t-value 0.41 was found to be smaller than the critical t-value 1.98 at the 0.05 level of significance. Therefore, the difference between the mean happiness scores of Arts and Science students was statistically not significant. Hence, the null hypothesis is accepted.

Null hypothesis (H03): There is no significant difference in the level of happiness between second semester and fourth semester prospective teachers.

Table 12: Table showing difference in the level of happiness between second semester and fourth semester prospective teachers.

SEMESTER	N	MEAN	STANDARD DEVIATION	SED	t VALUE	DEGREE OF FREEDOM(df)	RESULT
Second semester	60	94.233	6.1764	1.2212	0.1365	118	Not significant
Fourth semester	60	94.4	7.164				

The significance of the difference between the mean scores of second-semester and fourth-semester students was examined by applying the t-test. The mean score of second-semester students was 94.2333, while the mean score of fourth-semester students was 94.4. The calculated Standard Error of Difference (SED) was 1.2212 and the obtained t-value was 0.1365 with 118 degrees of freedom.

The calculated t-value 0.1365 is found to be lower than the tabulated t-value 1.98 at the 0.05 level of significance. Therefore, the difference between the mean scores of the two groups was not statistically significant. Hence, the null hypothesis is accepted.

Null hypothesis (H04): There is no significant difference in the level of happiness of prospective teachers studying in private and government institutions.

Table 13: Table showing difference in the level of happiness of prospective teachers studying in private and government institutions.

VARIABLES	N	MEAN	STANDARD DEVIATION	SED	t VALUE	DEGREE OF FREEDOM(df)	RESULT
Private institution	60	94.93	7.25	1.218	1.014	118	Not significant
Government institution	60	93.70	6.02				

To examine whether there is a significant difference in the level of happiness between prospective teachers studying in private and government institutions, a t-test was conducted. The mean happiness score of prospective teachers from private institutions was 94.93 (SD = 7.25), whereas the mean happiness score of prospective teachers from government institutions was 93.70 (SD = 6.20). The calculated Standard Error of Difference (SED) was 1.218 and the obtained t-value was 1.014 with 118 degrees of freedom.

The calculated t-value (1.014) was lower than the critical t-value (1.98) at the 0.05 level of significance. Therefore, the difference between the mean happiness scores of prospective teachers from private and government institutions was not statistically significant. Hence, the null hypothesis stating that there is no significant difference in the level of happiness between prospective teachers of private and government institutions is accepted.

Summary

The primary purpose of this study was to analyse and interpret the happiness levels of prospective teachers (B.Ed. trainees) enrolled in B.Ed. programmes under Dibrugarh University in the Dibrugarh district. The investigation was structured around six specific objectives and four null hypotheses to evaluate overall happiness, examine a dimension-wise profile and determine variations based on gender, stream of study, semester and type of educational institution.

A descriptive survey design was utilized with a total sample size of N = 120 prospective teachers. The sample was equally distributed across various demographic variables, including 60 male and 60 female trainees, 60 Arts and 60 Science stream students, 60 second-semester and 60 fourth-semester trainees and 60 students from private institutions alongside 60 from government institutions. Data analysis involved grouping raw psychometric scores into standardized norm bands and applying inferential statistical testing using independent sample t-tests at a 0.05 level of significance.

The study aimed to evaluate the overall level of happiness, examine the dimension-wise profile of happiness across five dimensions (Professional Identity, Emotional Resilience, Social Relationship, Professional Growth and Autonomy and Control) and determine variations in happiness with respect to selected demographic variables gender, stream of study (Arts and Science), semester (second and fourth) and type of educational institution (government and private).

Major findings

1. The vast majority of prospective teachers 57.5% fall within the "Average" happiness domain, indicating a moderate level of happiness, emotional stability and positive adjustment.
2. Among the dimensions of happiness, Emotional Resilience ranked first, followed by Social Relationship, Professional Growth, Autonomy and Control and Professional Identity. Thus, prospective teachers exhibited the highest level of happiness in the area of emotional resilience and the lowest level in professional identity. This indicates that while they are emotionally resilient and socially connected, their professional identity as future teachers is still developing
3. The null hypothesis was accepted for Gender-wise Differences. There was no statistically significant difference in the level of happiness between male and female prospective teachers.
4. There was no statistically significant difference in the level of happiness between Arts and Science prospective teachers, indicating that both groups possessed comparable levels of happiness.
5. The null hypothesis for Semester-wise Differences was accepted. The incremental upward trend between Second Semester and Fourth Semester trainees was statistically insignificant.
6. The null hypothesis for Institution-wise Differences was accepted. Private institution trainees obtained a slightly higher mean happiness score than government institution trainees. However, the difference was not statistically significant.

Suggestions and Recommendations

1. **Professional Identity Development:** Teacher education institutions should organize orientation programmes, mentoring by experienced teachers, reflective teaching practices and career guidance sessions to strengthen prospective teacher's professional identity which emerged as the weakest dimension of happiness in the study.
2. **Promote Well-being Programmes:** Institutions should conduct workshops on stress management, mindfulness activities, emotional well-being, resilience and positive psychology on a regular basis or more frequently to enhance the overall happiness of prospective teachers.
3. **Provide Effective Mentorship:** A structured mentoring system involving faculty members and experienced school teachers should be established to provide academic, emotional and professional support during the B.Ed. programme.
4. **Create a Supportive Learning Environment:** Teacher education institutions should encourage collaborative learning, peer interaction and inclusive classroom practices to strengthen social relationships and emotional well-being among prospective teachers.
5. **Strengthen Counselling Services:** Institutions should establish accessible counselling and psychological support services to help prospective teachers effectively cope with academic stress, internship challenges and career-related concerns. The counselling services should be organized to support mental health of the teacher-in-training to mitigate all the challenges that might come up their way.
6. **Encourage Reflective and Experiential Learning:** Activities such as reflective journals, teaching portfolios, community engagement and experiential learning should be promoted to improve confidence, professional competence and satisfaction with the teaching profession.

Scope for future studies

1. Future studies could build upon these findings by incorporating qualitative measures, such as focus groups or narrative reflections, to capture the personal experiences of trainees regarding their Professional growth and Social relationships.
2. Researchers could design a longitudinal study to follow these prospective teachers as they transition from their final fourth-semester training into their initial years of full-time teaching service.
3. To expand the scope of these insights, future research could conduct comparative studies across various other universities within the state of Assam or nationally.
4. Future studies could introduce and evaluate specific experimental modules such as targeted mentorship frameworks or peer-support workshops to actively enhance the Emotional resilience and overall psychological well-being of student-teachers during their formal training period.

CONCLUSION

This study provides valuable empirical insights into the subjective well-being of B.Ed. trainees under Dibrugarh University. The overarching pattern indicates that prospective teachers generally possess a stable, moderate level of happiness, deriving great fulfilment from their academic growth, professional skill development and peer relationships. Although the participants demonstrated satisfactory levels of emotional resilience and social

relationships, comparatively lower scores in professional identity suggest that greater emphasis should be placed on strengthening professional commitment and confidence during teacher education.

The findings of the present study have significant implications for teacher education institutions, policymakers and teacher educators. Since the majority of prospective teachers exhibited an average level of happiness, institutions should focus on creating learning environments that enhance psychological well-being alongside academic competence. Particular attention should be given to strengthening professional identity, which emerged as the weakest dimension of happiness.

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