



A Study On Investigating The Relationship Of Life Satisfaction With Mental Health, Social Competence And Sense Of Coherence Among Teacher Educators

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ABSTRACT

This study investigates the relationship between life satisfaction, mental health, social competence, and sense of coherence among Teacher Educators. The study aims to assess whether these factors significantly contribute to teacher effectiveness and to analyze differences in teacher effectiveness across demographic variables such as gender, location, and academic background. The sample consists of 600 Teacher Educators and were randomly selected from different self-financed educational colleges affiliated to Guru Nanak Dev University, Amritsar, Panjab University, Chandigarh and Punjabi University, Patiala. The data was collected by using standardized scale of Life satisfaction scale (Alam & Srivastva 2019 Revised), Mental Health scale (Sharma, 2009 & validated on teacher educators by Sharma & Gera 2022), Social competence scale Teacher version by Corrigan, 2003), Sense of Coherence, SOC Scale (Antonovsky 2016 revised). The data obtained was analysed statistically with the help of Mean, SD, t-ratio and 'r' and used to arrive at the following conclusions: The findings indicate that there are significant differences in life satisfaction, mental health, and social competence scores among teacher educators based on gender, locale, and stream. Specifically, variations in life satisfaction and mental health were observed across all three factors: gender, locale, and stream, while social competence differed significantly by gender and locale but showed no difference between science and arts stream teacher educators. Conversely, no significant difference was found in the sense of coherence scores based on gender and locale; however, a significant difference was observed between science and arts stream teacher educators at the 0.05 level of significance. Additionally, life satisfaction was found to be significantly correlated to mental health, social competence, and sense of coherence among teacher educators.

Keywords: Life Satisfaction, Mental Health, Social Competence and Sense of Coherence, Teacher Educators

INTRODUCTION

The relationship between life satisfaction and various psychological constructs, such as mental health, social competence, and sense of coherence, has gained increasing attention in educational research, particularly within the teaching profession. Teacher educators, who play a vital role in shaping the next generation of educators, often experience significant stress due to their dual responsibilities of teaching and mentoring future teachers (Fisher, 2011). High levels of job-related stress may adversely impact their mental health, which in turn could affect their overall life satisfaction (Skaalvik & Skaalvik, 2018). Understanding how life satisfaction is associated with mental health, social competence, and sense of coherence can provide valuable insights into enhancing the well-being and effectiveness of teacher educators. Prior studies have highlighted the importance of social competence and sense of coherence in promoting psychological well-being and life satisfaction among professionals (Antonovsky, 1993; Mayer et al., 2019). Social competence, which includes interpersonal skills and the ability to navigate social situations effectively, has been linked to higher levels of life satisfaction, particularly in professions that require significant social interaction, such as teaching (Hargreaves, 2000). Similarly, a strong sense of coherence—defined

as the extent to which individuals perceive their lives as comprehensible, manageable, and meaningful—has been identified as a protective factor against stress, thereby promoting better mental health outcomes (Antonovsky, 1993). Thus, investigating these variables in the context of teacher educators may provide crucial insights into the factors that support their well-being and professional success.

Literature Review:

Life satisfaction is a significant psychological construct linked to various aspects of well-being, including mental health, social competence, and a sense of coherence. Previous research highlights that individuals with higher life satisfaction are more likely to demonstrate positive mental health outcomes, such as lower levels of anxiety and depression (Diener, Suh, Lucas, & Smith, 1999). In the context of teacher educators, life satisfaction is particularly crucial, as it can influence their professional performance and overall quality of life. Studies have shown that educators who report high life satisfaction experience greater emotional stability and resilience, which can, in turn, enhance their teaching effectiveness (Ryff & Singer, 2008). Additionally, a strong sense of coherence—a concept introduced by Antonovsky (1987)—is associated with better coping mechanisms, contributing to improved mental health among educators. This holistic approach underscores the interplay between life satisfaction, mental health, and a sense of coherence. Social competence also plays a vital role in shaping life satisfaction among teacher educators. Social competence, which encompasses interpersonal skills, communication, and the ability to maintain social relationships, has been found to correlate positively with life satisfaction (Segrin & Taylor, 2007). For educators, strong social skills can facilitate effective classroom management and foster a supportive learning environment, which may enhance their sense of fulfillment and professional satisfaction. Moreover, teacher educators with a well-developed sense of coherence are better equipped to navigate the stressors associated with their profession, ultimately leading to higher levels of life satisfaction (Sjögren & Svärd, 2017). By examining the interrelationships between these variables, researchers can gain a deeper understanding of the factors contributing to well-being among teacher educators, potentially informing interventions to improve their mental health and professional lives.

Emergence of the Study: The relationship between life satisfaction and mental health, social competence, and sense of coherence has garnered increasing attention in educational research. Teacher educators play a pivotal role in shaping the future workforce, yet they often encounter significant professional stressors that can impact their well-being (McCallum & Price, 2016). Life satisfaction, as a measure of overall well-being, is closely linked to positive mental health, which enables individuals to effectively manage stress and maintain a balanced outlook on life (Diener et al., 2017). Understanding these dynamics is essential, as teacher educators not only influence their students' learning outcomes but also shape their attitudes toward the profession. This study seeks to explore how life satisfaction interrelates with mental health, social competence, and sense of coherence, particularly in the context of teacher educators.

Moreover, social competence and sense of coherence are critical factors that contribute to teachers' life satisfaction. Social competence involves the ability to interact effectively within social environments, which can alleviate stress and improve job satisfaction (Spilt et al., 2011). Additionally, a strong sense of coherence—a concept referring to one's ability to perceive life as meaningful and manageable—has been shown to buffer against the negative effects of workplace stress (Antonovsky, 1987). By investigating these interrelationships, the present study aims to provide insights that may enhance the professional and personal well-being of teacher educators, ultimately contributing to improved educational environments. The findings could be instrumental in designing supportive interventions to promote mental health and social well-being within educational institutions.

Hypotheses of the Study

1. There is no significant difference in the mean scores of life satisfaction with respect to:
 - a. Gender
 - b. Locale
 - c. Stream
2. There is no significant difference in the mean scores of mental health with respect to:
 - a. Gender
 - b. Locale
 - c. Stream
3. There is no significant difference in the mean scores of social competence with respect to:
 - a. Gender
 - b. Locale
 - c. Stream
4. There is no significant difference in the mean scores of sense of coherence with respect to:
 - a. Gender
 - b. Locale
 - c. Stream

5. There exists no significant relation of life satisfaction with mental health, social competence, and sense of coherence among teacher educators.

Methodology

Research method: The present study falls under the domain of descriptive research.

Sample: The sample consists of 600 Teacher Educators and were selected by stratified random sampling technique from different self-financed educational colleges affiliated to Guru Nanak Dev University, Amritsar, Panjab University, Chandigarh and Punjabi University, Patiala.

Tools Used:

1. Life satisfaction scale (Alam & Srivastva 2019 Revised)
2. Mental Health scale (Sharma, 2009 & validated on teacher educators by Sharma & Gera 2022)
3. Social competence scale Teacher version by Corrigan, 2003)
4. Teacher Sense of Coherence, TSOC Scale (Antonovsky, 1987 and validated by Eriksson, Svensson, Hansson in 2007 revised)

Interpretation and Discussions

HYPOTHESIS 1: There is no significant difference in the mean scores of life satisfaction among teacher educators with respect to:

- a. Gender
- b. Locale
- c. Stream

To test this hypothesis, Mean and S.D., S. E_M, and t-value of life satisfaction among teacher educators with respect to gender, locale and stream were calculated and have been described in terms of mean, S.D., and t-value in the table 1.

Table 1 Mean and S.D., S. E_M, and t-value of life satisfaction among teacher educators with respect to gender, locale, and stream

Variable Life Satisfaction	Category	N=600	Mean	S.D.	S. E _M	t-value
Gender	Male	132	77.82	10.31	0.89	6.29
	Female	468	70.90	11.37	0.52	
Locale	Rural	102	67.71	14.07	1.39	4.61
	Urban	498	73.39	10.67	0.47	
Stream	Arts	421	76.74	9.23	0.45	17.12
	Science	173	62.20	9.81	0.74	

Table 1 represents the mean scores of life satisfaction among teacher educators with respect to gender, locale, and stream.

Gender: The mean score for life satisfaction among male teacher educators (Mean = 77.82, SD = 10.31) is higher than that of female teacher educators (Mean = 70.90, SD = 11.37). The t-value for gender differences is 6.29, which is statistically significant, indicating that there is a significant difference in life satisfaction scores between male and female teacher educators. This leads to the **rejection** of the null hypothesis for gender i.e **There is no significant difference in the mean scores of life satisfaction among male and female teacher educators.**

Locale: For locale, teacher educators in urban areas have a higher mean life satisfaction score (Mean = 73.39, SD = 10.67) compared to those in rural areas (Mean = 67.71, SD = 14.07). The t-value of 4.61 is significant, suggesting a meaningful difference in life satisfaction based on locale. This finding leads to the **rejection** of the null hypothesis for locale i.e **There is no significant difference in the mean scores of life satisfaction among rural and urban teacher educators.**

Stream: When comparing the mean scores of teacher educators in the arts stream (Mean = 76.74, SD = 9.23) to those in the science stream (Mean = 62.20, SD = 9.81), the t-value is 17.12, which is also highly significant. This indicates a significant difference in life satisfaction based on the academic stream of the teacher educators, with those in the arts stream experiencing higher life satisfaction than those in the science stream. Consequently, the null hypothesis i.e **There is no significant difference in the mean scores of life satisfaction among arts and science teacher educators** is rejected.

HYPOTHESIS 2: There is no significant difference in the mean scores of mental health among teacher educators with respect to:

- a. Gender
- b. Locale
- c. Stream

To test this hypothesis, Mean and S.D., S. E_M, and t- value of mental health among teacher educators with respect to gender, locale and stream were calculated and have been described in terms of mean, S.D., and t-value in the table 2.

Table 2 Mean and S.D., S. E_M, and t- value of mental health among teacher educators with respect to gender, locale, and stream

Variable Mental Health	Category	N=600	Mean	S.D.	S. E _M	t- value
Gender	Male	132	80.09	10.52	0.91	9.35
	Female	468	69.76	11.39	0.52	
Locale	Rural	102	64.21	7.47	0.74	7.57
	Urban	498	73.64	12.11	0.54	
Stream	Arts	421	75.58	11.03	0.53	12.26
	Science	173	63.77	9.67	0.74	

Table 2 represents the findings on mental health mean scores among teacher educators, with respect to gender, locale, and stream.

Gender: Male teacher educators (N = 132) had a mean score of 80.09 with a standard deviation of 10.52, while female teacher educators (N = 468) had a lower mean score of 69.76 with a standard deviation of 11.39. The standard error of the mean (SEM) for males was 0.91, and for females, it was 0.52. The calculated t-value for the gender comparison is 9.35, indicating a significant difference in mental health mean scores between male and female teacher educators when compared to the table value of 2.58 at 0.01 level of significance. Since the t-value exceeds typical critical values, this difference is statistically significant, leading to the **rejection** of the hypothesis i.e **There is no significant difference in the mean scores of mental health among male and female teacher educators.** This result suggests that mental health varies significantly between male and female teacher educators.

Locale: Teacher educators from rural areas (N = 102) had a mean mental health score of 64.21 with a standard deviation of 7.47, while those from urban areas (N = 498) had a higher mean score of 73.64 with a standard deviation of 12.11. The SEM for rural respondents was 0.74, and for urban respondents, it was 0.54. The t-value for the locale comparison is 7.57, indicating a statistically significant difference in mental health mean scores between rural and urban teacher educators. The t-value is statistically significant at 0.01 level of significance, the null hypothesis i.e **There is no significant difference in the mean scores of mental health among rural and urban teacher educators is rejected.** This result suggests that mental health scores significantly differ based on whether teacher educators reside in rural or urban areas.

Stream: Teacher educators in the arts stream (N = 421) had a mean mental health score of 75.58 with a standard deviation of 11.03, while those in the science stream (N = 173) had a lower mean score of 63.77 with a standard deviation of 9.67. The SEM for arts stream educators was 0.53, and for science stream educators, it was 0.74. The t-value for the comparison by stream is 12.26, indicating a significant difference in mental health mean scores between arts and science stream teacher educators. The high t-value demonstrates a statistically significant difference in mental health scores between the streams, leading to the **rejection** of the null hypothesis i.e **There is no significant difference in the mean scores of mental health among arts and science teacher educators** for the stream variable. This finding implies that mental health levels vary significantly between teacher educators in the arts and science streams.

HYPOTHESIS 3: There is no significant difference in the mean scores of social competence among teacher educators with respect to:

- Gender
- Locale
- Stream

To test this hypothesis, Mean and S.D., S. E_M, and t- value of social competence among teacher educators with respect to gender, locale and stream were calculated and have been described in terms of mean, S.D., and t-value in the table 3.

Table 3 Mean and S.D., S. E_M, and t- value of social competence among teacher educators with respect to gender, locale, and stream

Variable Social Competence	Category	N=600	Mean	S.D.	S. E _M	t- value
Gender	Male	132	52.59	23.6	2.05	12.88
	Female	468	74.24	14.68	0.67	
Locale	Rural	102	64.67	24.56	2.43	2.60
	Urban	498	70.40	17.86	0.80	
Stream	Arts	421	69.66	18.60	0.90	0.21
	Science	173	69.28	20.54	1.56	

Table 3 reveals the social competence scores among teacher educators based on gender, locale, and stream

Gender: The data shows that male teacher educators (N=132) have a mean social competence score of 52.59 with a standard deviation (S.D.) of 23.6, while female teacher educators (N=468) have a higher mean score of 74.24 and a lower standard deviation of 14.68. The t-value for gender difference is 12.88, which is quite high, suggesting a statistically significant difference in social competence between male and female teacher educators. Since this difference is significant, leads to the **rejection of the null hypothesis** i.e **There is no significant difference in the mean scores of social competence among male and female teacher educators.**

Locale: Rural teacher educators (N=102) have a mean social competence score of 64.67 with a standard deviation of 24.56, whereas urban teacher educators (N=498) have a mean score of 70.40 and a standard deviation of 17.86. The t-value for the locale difference is 2.60, which suggests a statistically significant difference in social competence based on locale. Therefore, it leads to the **rejection** of the null hypothesis i.e **There is no significant difference in the mean scores of social competence among rural and urban teacher educators.**

Stream: In terms of stream, the mean social competence score for teacher educators in the arts stream (N=421) is 69.66 with a standard deviation of 18.60, while the mean score for those in the science stream (N=173) is 69.28 with a standard deviation of 20.54. The t-value for the difference between arts and science streams is 0.21, indicating no statistically significant difference in social competence based on stream. As a result, it leads to **acceptance of the null hypothesis** i.e **There is no significant difference in the mean scores of social competence among arts and science teacher educators.**

HYPOTHESIS 4: There is no significant difference in the mean scores of sense of coherence among teacher educators with respect to:

- Gender
- Locale
- Stream

To test this hypothesis, Mean and S.D., S. E_M, and t- value of sense of coherence among teacher educators with respect to gender, locale and stream were calculated and have been described in terms of mean, S.D., and t-value in the table 4.

Table 4 Mean and S.D., S. E_M, and t- value of sense of coherence among teacher educators with respect to gender, locale, and stream

Variable Sense of Coherence	Category	N=600	Mean	S.D.	S. E _M	t- value
Gender	Male	132	56.27	21.78	1.89	0.23
	Female	468	56.22	24.24	1.12	
Locale	Rural	102	58.12	24.61	2.43	0.88
	Urban	498	55.84	23.53	1.05	
Stream	Arts	421	57.57	23.28	1.13	2.02
	Science	173	53.25	24.37	1.85	

Table 4 shows an analysis of the variable *Sense of Coherence* among teacher educators, categorized by gender, locale, and stream.

Gender: Male teacher educators (N=132) have a mean sense of coherence score of 56.27 with a standard deviation of 21.78, while female teacher educators (N=468) have a mean score of 56.22 and a higher standard deviation of 24.24. The calculated t-value is 0.23, which is quite low, indicating no significant difference between male and female teacher educators in their sense of coherence at 0.05 level of significance. Thus, the null hypothesis i.e **There is no significant difference in the mean scores of sense of coherence among male and female teacher educators** is **accepted**, meaning that sense of coherence does not significantly differ by gender.

Locale: When examining the locale, rural teacher educators (N=102) report a mean sense of coherence score of 58.12 with a standard deviation of 24.61, whereas urban teacher educators (N=498) have a slightly lower mean score of 55.84 with a standard deviation of 23.53. The t-value for locale is 0.88, which is below the table value of 1.96 at a 0.05 level of statistical significance. This result suggests that the sense of coherence is not significantly different between rural and urban teacher educators. Thus, the null hypothesis i.e **There is no significant difference in the mean scores of sense of coherence among rural and urban teacher educators is accepted**, indicating no significant difference in sense of coherence based on locale.

Stream: Arts teacher educators (N=421) have a mean score of 57.57 with a standard deviation of 23.28, while science teacher educators (N=173) show a lower mean score of 53.25 with a standard deviation of 24.37. The t-value for stream is 2.02, which suggests a statistically significant difference between arts and science teacher educators at the 0.05 level of significance. This finding indicates that the sense of coherence significantly differs between teacher educators in the arts and science streams. Therefore, leads to the **rejection** the null hypothesis i.e **There is no significant difference in the mean scores of sense of coherence among rural and urban teacher educators**, confirming that stream has a significant effect on sense of coherence.

Hypothesis 5: There exists no significant relation of life satisfaction with mental health, social competence, and sense of coherence among teacher educators.

To test this hypothesis, the score of coefficient of correlation of life satisfaction with mental health, social competence, and sense of coherence among teacher educators have been shown in the table 5.

Table 5: Coefficient of correlation of life satisfaction with mental health, social competence, and sense of coherence among teacher educators

Variable	Life Satisfaction	Mental Health	Social Competence	Sense of Coherence
Life Satisfaction	1	0.78	0.69	0.51
Mental Health	0.78	1	--	--
Social Competence	0.69	--	1	--
Sense of Coherence	0.51	--	--	1

Table 5 reflects the correlation coefficients between life satisfaction, mental health, social competence, and sense of coherence among teacher educators.

- 1. Life Satisfaction and Mental Health:** The correlation coefficient between life satisfaction and mental health is 0.78, indicating a strong positive relationship. This suggests that as mental health improves among teacher educators, their life satisfaction tends to increase, and vice versa. This strong correlation implies that mental health is a significant predictor of life satisfaction.
- 2. Life Satisfaction and Social Competence:** The correlation between life satisfaction and social competence is 0.69, which also denotes a substantial positive relationship. This finding suggests that higher social competence among teacher educators is associated with greater life satisfaction. Social competence, therefore, appears to be an important factor that influences life satisfaction.
- 3. Life Satisfaction and Sense of Coherence:** The correlation between life satisfaction and sense of coherence is 0.51, indicating a moderate positive relationship. While this correlation is weaker than those with mental health and social competence, it still suggests that a higher sense of coherence is associated with increased life satisfaction among teacher educators.

Thus, **the null hypothesis i.e There exists no significant relation of life satisfaction with mental health, social competence, and sense of coherence among teacher educators is rejected** because the data indicates a significant positive relationship between life satisfaction and each of the variables (mental health, social competence, and sense of coherence). This finding emphasizes that life satisfaction among teacher educators is meaningfully associated with their mental health, social competence, and sense of coherence, highlighting the importance of these factors in enhancing their overall life satisfaction.

Findings of the Study

- There is a significant difference in life satisfaction mean scores based on gender, locale, and academic stream.
- Mean scores of mental health differ significantly with respect to gender, locale, and academic stream.
- Social competence mean scores show significant differences based on gender and locale, while no significant difference exists between science and arts stream teacher educators.
- There is no significant difference in sense of coherence mean scores based on gender and locale, although a significant difference exists between science and arts stream teacher educators at the 0.05 level of significance.
- Life satisfaction is significantly related to mental health, social competence, and sense of coherence among teacher educators.

Educational Implications

Based on the findings, the following educational implications emerge:

1. **Tailoring Support by Gender, Locale, and Academic Stream:** Since significant differences in life satisfaction, mental health, and social competence were found across gender, locale, and academic streams, educational institutions should implement targeted support services. For instance, mental health resources and life skills programs can be tailored to meet the specific needs of students and teachers in different locations, streams, and genders, enhancing overall well-being and academic performance.
2. **Focused Development Programs for Social Competence:** The finding that social competence varies by gender and locale but not consistently across academic streams suggests the need for specific programs aimed at building social skills. These programs could be especially beneficial in diverse settings to foster inclusivity, collaboration, and emotional intelligence.
3. **Differentiated Approaches to Teaching Science and Arts Streams:** Since a significant difference in sense of coherence exists between teacher educators in science and arts streams, professional development programs could be tailored to address the unique stressors and perspectives associated with each stream. This differentiation could improve educators' sense of coherence, which may, in turn, positively impact their teaching efficacy.
4. **Integrating Mental Health and Well-being in Professional Development:** The positive relationship between life satisfaction, mental health, social competence, and sense of coherence highlights the importance of addressing well-being in teacher training. Programs that integrate mental health education, stress management, and strategies to build coherence and resilience can empower teachers to support their students more effectively.
5. **Holistic Approaches in Teacher Training:** Recognizing the interconnectedness of life satisfaction, mental health, and social competence underscores the value of a holistic approach in educator training. Teacher preparation programs could incorporate modules on personal well-being, emotional resilience, and social skills, leading to healthier learning environments for both teachers and students.

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