

Exploring Learning Styles, Aspirations, and Teaching Effectiveness: A Comparative Analysis of B.Ed. Teacher Trainees in Government-Aided and Self-Financed Institutions

Abdur Rahaman Sarkar, Research Scholar of Education, Department of Education, Arunodaya University, Naharlagun, Arunachal Pradesh, India.

Dr. Poonam Lata Middha (Assistant Professor), Research Guide, Department of Education, Arunodaya University, Naharlagun, Arunachal Pradesh, India.

Abstract

With regards to education, the idea of learning style, aspirations, and teaching effectiveness has as of late taken on a more prominent importance than it did previously. As per the assessments of an extraordinary number of clinicians, how an understudy like to learn is maybe the absolute most fundamental component in deciding their degree of scholarly accomplishment. The ebb and flow research was carried out on 500 teachers of Bachelor of Education who worked in government-aided and self-funding institutions in three unique locale in the territory of Madhya Pradesh. Concerning the orientation of the teachers, the area of the schools, and their assignment, the essential objective of this examination was to research the disparities in learning styles, aspirations, and teaching effectiveness that exist between teachers working for government-aided institutions and those working for self-funding institutions.

Keywords: Learning Styles, Aspirations, Teaching Effectiveness, Government-Aided Institutions, Self-Financed Institutions

1. INTRODUCTION

The most common way of choosing the proper educational school can want to explore a complicated guide, and having a strong consciousness of the financing climate is a fundamental part of that excursion. From an overall perspective, there are two essential classifications of institutions: those that get help from the government and those that are self-financed. To help you in settling on an educated decision, how about we look at the essential differentiations between them.

The federal government gives monetary help to institutions that are considered to be government-aided, for example, public schools and universities the same. This outcomes in reduced educational expenses, which makes them available to a more noteworthy number of understudies because they are more affordable. Most of the time, they stick to a public educational plan that has been established by the government, which ensures a specific level of value and consistency. When compared to institutions that are self-financed, in any case, they might have less course choices available, and the proportion of understudies to teachers might be higher, which might meaningfully affect how much individual consideration that understudies get.

Institutions that are self-financed, then again, obtain their subsidizing from understudy expenses and other confidential sources. Because of this, they can give a greater determination of expert courses and programs, which are much of the time at the front of their particular fields. Most of the time, they include more modest class sizes and more adaptable educational plans, which enables understudies to have a more individualized educational experience. Notwithstanding, the educational cost rates are a lot higher, which makes it more challenging for certain understudies to accomplish their educational goals. Also, the quality can contrast starting with one establishment then onto the next, which is the reason leading careful study is exceptionally significant.

Where a person's "the secret" and "why" impact, the subtle dance of learning begins to thrive. The expression "learning styles" alludes to the unmistakable strategies wherein understudies take in knowledge, whether it be through visual, aural, or active means. These styles additionally look for consistency with convincing objectives, which act as the fuel that energizes inspiration and goals. Here, the maestro is teaching effectiveness, which is coordinating an orchestra of strategies, going from intelligent undertakings to dazzling clarifications, to take care of an assortment of learning styles and light the flash of

1.1. Learning Style in Teaching

In the process of learning, the success of an individual is affected by a number of elements, one of which is the manner in which the individual approaches learning. In the context of classroom learning, the numerous instructional strategies that are gathered by educators need to be directed to the settings in which learners may study easily in accordance with the features of students and the learning styles that they prefer. One of the things that can have an effect on participants in the learning process is their manner of learning. A person's learning style is a psychological notion that refers to the manner in which they select and process information, as well as the tactics they employ in order to achieve successful learning. Each and every person is required to have a preponderance of learning styles that are distinct from one another. If the learning method and experience that an individual goes through aligns to his learning style, then there is a good chance that he will be able to learn more effectively. A learner's learning style can have an impact on how they learn, how teachers teach, and how they interact with one another. As a result, the first step for educators in the process of designing the learning process is to gather information on the learning style of each individual student. The information shown here can be used to take into consideration the tasks that teachers need to do in relation to the development of instructional strategies, the selection of media, and the management of learning.

Many students have a preference for learning models that position teachers in a manner similar to that of lecturers. It is expected of teachers that they will discuss at length on a variety of theories and provide a multitude of illustrations, while students will listen and describe the substance of the lecture in a manner that they can only comprehend on their own. Regardless of the approach that is selected, the many learning styles demonstrate the most efficient and effective technique for each person to take in information from the outer world around them. If we have an understanding of the many ways in which people learn, it will be much simpler for us to assist someone in acquiring the appropriate learning style and achieving the best possible outcomes for them in the event that we may one day be in a position to do so. The most important step that we should take before we educate others is to gain an understanding of our own learning style. The importance of this factor is frequently overlooked. To put it another way, before we can teach others how to learn effectively, we need to have the opportunity to experience the process of finding the most effective learning style for ourselves. Being able to comprehend a number of different learning styles, including our own, is advantageous for a number of reasons and can provide us with a number of advantages.

1.2. Teacher Effectiveness

Research on teaching efficacy focuses on the characteristics of teachers, the classroom setting, instructional strategies, and how these affect pupils. Teaching effectiveness can be defined as a teacher's capacity to successfully influence students' behavior in the desired way through their instruction. It can be clarified further by saying that a teacher's performance quality is determined by their temperament. A combination of cognitive and non-cognitive qualities, such as academic background and distinctions, fluency, teaching technique, charisma, experience, and socio-personal interaction, can also be used to characterize teaching success. Moreover, a teacher's productivity, efficiency, and work quality all contribute to their effectiveness as a teacher. It enables a teacher to advance in knowledge and experience. Effective teaching, according to Dash and Barman, makes learning more relevant, productive, and comprehensible. It is a way to assess a teacher's effectiveness in completing institutional tasks as well as other responsibilities that are specific to their role.

1.2.1. General Factors Affecting Teaching Effectiveness

The role of a teacher in the classroom has evolved significantly from that of a guide to that of a facilitator. Currently, a teacher must possess a wide range of professional and interpersonal abilities, including the ability to build curricula, lead a team, collaborate effectively with parents and colleagues, comprehend individuals, and be knowledgeable about cutting-edge

teaching techniques. These character traits of a teacher greatly aid in their ability to respond differently in a variety of work-related scenarios. As a result, a teacher's psychological make-up and academic success determine how effective their instruction is.

Some factors are described below which affects the teaching effectiveness of school teachers:

- **Teaching Experience:** Student performance and teaching experience are positively correlated; as a teacher acquires experience, so do the students' chances of improving. A teacher with extensive experience teaching the same grade has excellent teaching effectiveness.
- **Work Environment:** Teachers' efficacy is positively enhanced in a laid-back and encouraging work environment. According to Podolsky et al. (2019), teaching effectiveness rises in a collaborative and supportive learning environment. Furthermore, a productive teaching and learning environment is the result of appropriate resource management.
- **Adjustment of Teacher:** A teacher's ability to adapt in their place of employment is also crucial since it affects how effectively they can instruct. Students with poor behavior likely to be underachievers and have maladjusted teachers. Furthermore, the choice of instructional materials also has a role in the effectiveness of teaching.
- **Inter-Personal Relationships:** Building positive interpersonal relationships with other educators, parents, students, and the school administration is crucial since these elements have been shown to impact how well teachers teach their pupils.
- **Intrinsic and Extrinsic Rewards:** The supervisors' comments, affirmation, and acknowledgement affect the teachers' drive to work as well as the effectiveness of their instruction. Therefore, it is the administrators' responsibility to provide both intrinsic and extrinsic benefits. Furthermore, the consistent planning of seminars, conferences, and workshops contributes to the enhancement of successful teaching methods.

1.3. Research Objectives

The researchers conducted their study to investigate the following objectives:

- To investigate the learning styles, aspirations, and effectiveness of teaching in the areas of the B.Ed. teacher trainees at government-aided and self-financed institutions (personal, professional, intellectual, social, and teaching techniques).
- To assess how the B.Ed. Teacher Trainees' learning styles, goals, and effectiveness as teachers varied according to their gender, marital status, experience level, type of service, and school location.

1.4. Hypotheses (Null) of the Study

- **Ho.1:** There is no significant difference between the mean scores of Learning Styles, Aspirations and Teaching Effectiveness of male and female B.Ed. Teacher Trainees.
- **Ho.2:** There is no significant difference between the mean scores of Learning Styles, Aspirations and Teaching Effectiveness of urban and rural B.Ed. Teacher Trainees.
- **Ho.3:** There is no significant difference between the mean scores of Learning Styles, Aspirations, and Teaching effectiveness of assistant teachers and para- & contractual-teachers of B.Ed. Teacher Trainees.

2. LITERATURE REVIEW

Tripathi (2009) looks at the hierarchical climate of universities that proposition Bachelor of Education degrees inside the structure of an establishment. In spite of the fact that it gives valuable experiences into the manners by which the climate impacts the learning and development of understudy teachers, it doesn't give a comparative focal point between schools that are self-financed and those that get government help.

Upadhyaya (2006) centers essentially around the view of authoritative climate held by understudy teachers in both public and confidential institutions that give teacher education. Thus, this contributes to a better comprehension of what the training experience of imminent educators might be meant for by institutional conditions.

Sahoo & Mishra (2020) the reason for this study is to look at the effectiveness of teacher educators working in government-aided and self-financed Bachelor of Education foundations in the Indian territory of West Bengal. This gives helpful bits of knowledge into the expected

disparities in teaching approaches and perceived adequacy that might exist between these different institutional settings.

Mishra & Pandey (2012) in a review that compared the learning styles of understudies going to government and confidential B.Ed. schools, scientists discovered that there were substantial disparities in the preferred learning philosophies. Based on this, apparently the institutional setting might significantly affect learning styles or bring to light differentiations that were dependably there.

Aryee (2015) features the association between learning styles, the setting of the organization, and scholarly achievement significantly further. Your review plan and translation of the outcomes can be improved by acquiring a comprehension of how these components communicate in B.Ed. institutions that get government subsidizing and those that are self-financed.

3. RESEARCH METHODOLOGY

In order to test and evaluate the learning styles, aspirations, and teaching effectiveness of B.Ed. teacher trainees in government-aided and self-financed institutions, the researchers used the survey method of descriptive research.

3.1. Population and Samples of the Study

The B.Ed. teacher trainees in both government-aided and self-finance institutions are included in the study's population. There were 200 female and 300 male school instructors in the sample's total of 500.

3.2. Variables of the Study

The study's dependent variables were the B.Ed. teacher trainees' learning styles, aspirations, and effectiveness of instruction in government-aided and self-financed institutions; the study's independent variables were the teachers' gender, location, and designation.

3.3. Tools Used in the Study

Using a standardized scale, the researchers focused their investigation on developing a standardized instrument to assess teaching effectiveness, aspirations, and learning styles. Three main aspects of teachers are covered by the questionnaire: teaching effectiveness, aspirations, and learning styles. This instrument has a validity of 0.90 and a reliability of 0.79. The 50 items have an alpha coefficient of 0.95, indicating a comparatively high level of internal consistency. Additionally, the reliability coefficient is greater than 0.7 for all dimensions pertaining to teachers, indicating a rather high level of internal consistency.

4. DATA ANALYSIS

In order to investigate the variations in teacher effectiveness caused by gender, school location, and the classification of teachers in government-aided and self-financed institutions, the researchers in this study used and analyzed the data collected from the sample. They then presented the analysis and interpretation of the data in the following discussion:

Ho.1: There is no significant difference between the mean scores of Learning Styles, Aspirations and Teaching Effectiveness of male and female B.Ed. Teacher Trainees.

Table - 1 Results of t-test for the Learning Styles, Aspirations and Teaching Effectiveness of male and female teachers Independent Samples Test

		N	Mean	SD	Mean Diff.	SED	t	df	Sig.
Learning Styles	Male Teachers	300	12.53	4.023	1.402	0.500	3.502	498	0.387
	Female Teachers	200	11.34	3.768					
Aspirations	Male Teachers	300	16.17	4.098	1.347	0.486	3.309	498	0.903
	Female Teachers	200	14.57	3.756					
Teacher Effectiveness	Male Teachers	300	7.73	2.786	0.725	0.303	2.782	498	0.09
	Female	200	8.53	2.323					

	Teachers								
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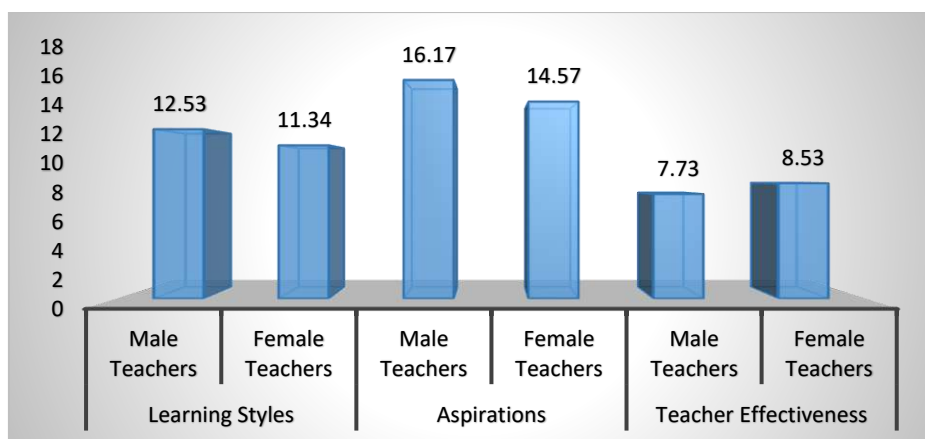


Figure 1: Mean Results

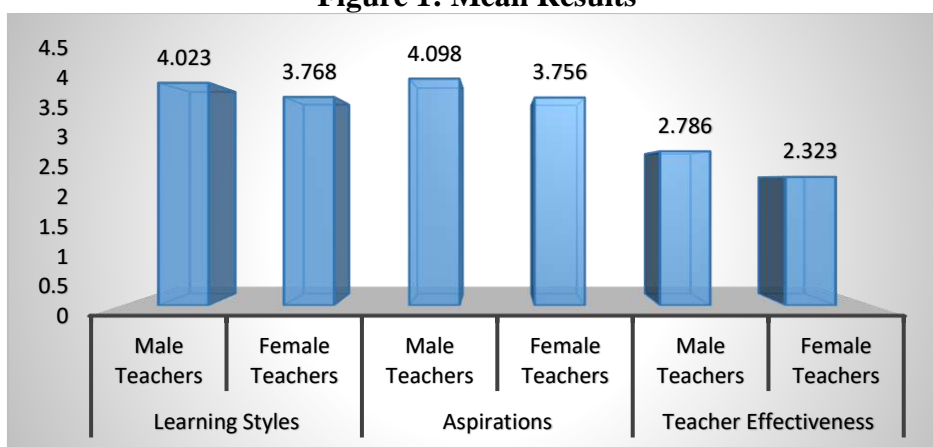


Figure 2: Standard Deviation Results

The mean scores of learning styles, aspirations, and teaching effectiveness among B.Ed. teacher trainees were analyzed utilizing a free examples t-test. The outcomes are displayed in Table 1. The investigation discovered that the mean score for Learning Styles was higher in male educators ($M = 12.53$, $SD = 4.023$) compared to female teachers ($M = 11.34$, $SD = 3.768$). In any case, the distinction didn't arrive at measurable importance ($t = 3.502$, $df = 498$, $p = 0.387$). Male teachers ($M = 16.17$, $SD = 4.098$) and female teachers ($M = 14.57$, $SD = 3.756$) had somewhat higher means in Aspirations, but the thing that matters was not genuinely huge ($t = 3.309$, $df = 498$, $p = 0.903$). The mean score for male educators in Teacher Effectiveness, then again, was lower ($M = 7.73$, $SD = 2.786$) than for female teachers ($M = 8.53$, $SD = 2.323$). This distinction was near arriving at factual importance ($t = 2.782$, $df = 498$, $p = 0.09$). The Hypothesis ($H_0.1$) was rejected because there is deficient proof to help it, despite the fact that there are exemptions for the basic guideline as far as teachers' learning styles and aspirations. It tends to be stated that there is a genuinely huge contrast between male and female foundation teachers concerning these elements, as well as with regards to their effectiveness as teachers.

Ho.2: There is no significant difference between the mean scores of teacher effectiveness of urban and rural Government-Aided and Self-Financed Institution teachers.

Table - 2 Results of t-test for the Learning Styles, Aspirations and Teaching Effectiveness of urban and rural teachers Independent Samples Test

		N	Mean	SD	Mean Diff.	SED	t	df	Sig.
Learning Styles	Urban Teacher	245	15.56	4.372	-0.183	0.506	-0.4	498	0.754
	Rural Teacher	257	15.47	4.268					
Aspirations	Urban	24	9.48	2.998	-0.507	0.37	-	49	0.15

	Teacher	5				7	1.50	8	8
	Rural Teacher	25	10.0	3.253			9		
Teacher Effectiveness	Urban Teacher	24	56.8	14.18	-4.221	1.41	-	49	0.00
	Rural Teacher	5	2	4		9	3.06	8	3
		25	61.0	13.89			2		
	Rural Teacher	5	2	2					

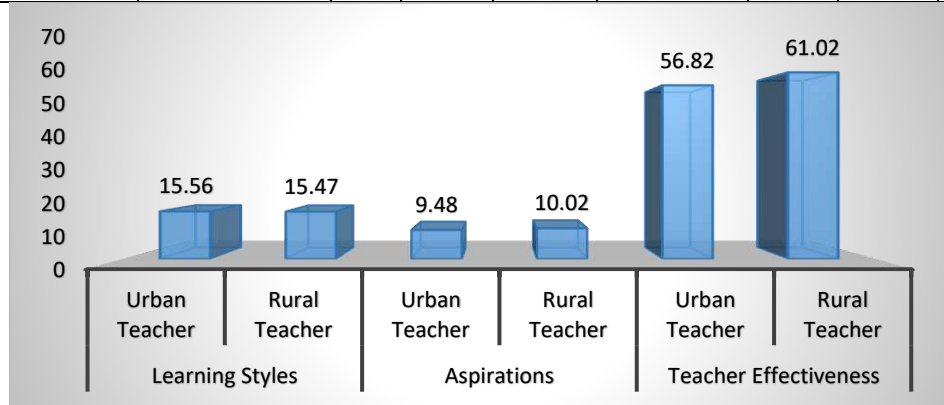


Figure 3: Mean Results

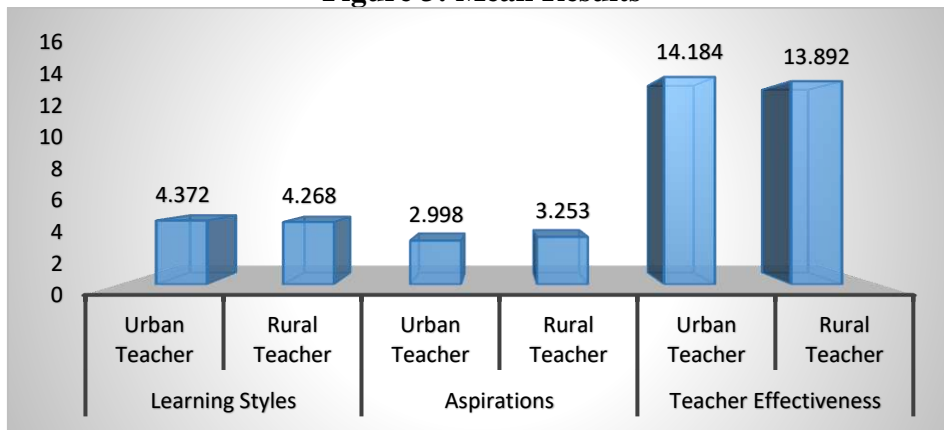


Figure 4: Standard Deviation Results

The consequences of an autonomous examples t-test examining possible contrasts in the mean scores of Teaching Effectiveness, Aspirations, and Learning Styles between educators in urban and rustic regions are displayed in Table 2. There were no way to see a distinctions between urban and provincial teachers' learning styles ($M = 15.56$, $SD = 4.372$ and $M = 9.48$, $SD = 2.998$, individually) or aspirations ($M = 15.47$, $SD = 4.268$ and $M = 10.02$, $SD = 3.253$, separately). Then again, there was a huge distinction ($t = -3.062$, $df = 498$, $p = 0.003$) between the mean Teacher Effectiveness scores of urban teachers ($M = 56.82$, $SD = 14.184$) and country teachers ($M = 61.02$, $SD = 13.892$). The invalid hypothesis ($H_0.2$) was rejected because there is deficient proof to help it, notwithstanding a few special cases in the learning styles and aspirations of teachers. It tends to be stated that there is a measurably tremendous contrast between the teaching effectiveness of urban and rustic establishment teachers. It is observed that the rustic establishment teachers outperformed the urban organization teachers with regards to their self-reported teaching adequacy.

Ho.3: There is no significant difference between the mean scores of teacher effectiveness of assistant teachers and para- & contractual- teachers of Government-Aided and Self-Financed Institution teachers.

Table - 3 Results of t-test for the Learning Styles, Aspirations and Teaching Effectiveness of assistant teachers and para- & contractual teachers.

		N	Mea n	SD	Mean Diff.	SE D	t	df	Sig.
Learning Styles	Assistant Teacher	44	16.4	3.653	3.418	0.61	6.28	49	0.00
		3	6			3	7	8	1

	Para & Contractual	57	13.03	5.809					
Aspirations	Assistant Teacher	443	9.95	2.907	2.119	0.458	5.311	498	0.001
	Para & Contractual	57	8.05	3.612					
Teacher Effectiveness	Assistant Teacher	443	61.62	11.278	14.289	1.826	8.216	498	0.001
	Para & Contractual	57	47.30	19.996					

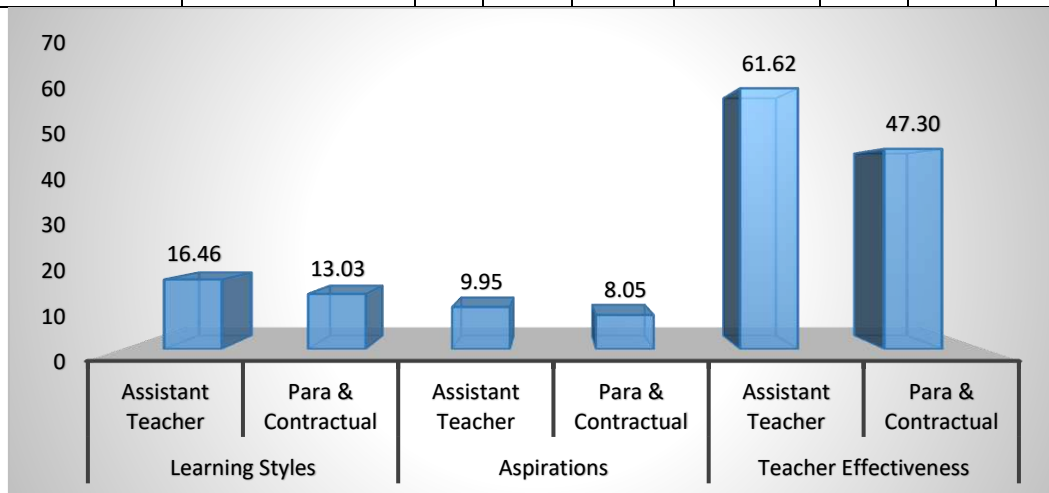


Figure 5: Mean Results

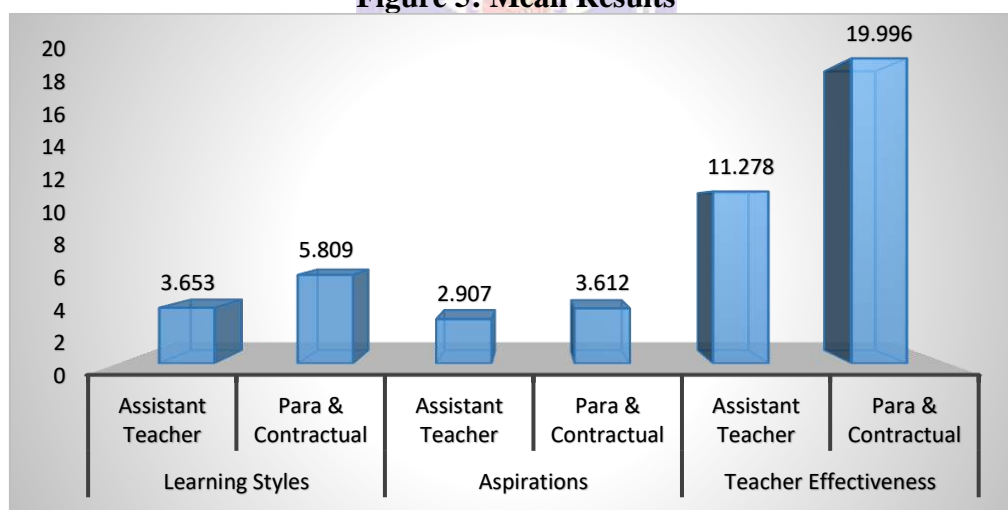


Figure 6: Standard Deviation Results

The discoveries of a free examples t-test looking at aide teachers and para-and legally binding educators' mean scores on learning styles, aspirations, and it are displayed in Table 3 to instruct effectiveness. In every one of the three elements, there were notable varieties. Contrasting right hand teachers ($M = 16.46$, $SD = 3.653$) to para-and legally binding educators ($M = 13.03$, $SD = 5.809$), there was a huge distinction in the mean scores for Learning Styles ($t = 6.287$, $df = 498$, $p = 0.001$). Essentially, there was a huge distinction ($t = 5.311$, $df = 498$, $p = 0.001$) between the mean scores of collaborator teachers ($M = 9.95$, $SD = 2.907$) and para-and legally binding teachers ($M = 8.05$, $SD = 3.612$) in Aspirations. Furthermore, regarding Teacher Effectiveness, para-and legally binding teachers ($M = 47.30$, $SD = 19.996$) showed substantially lower mean evaluations than right hand teachers ($M = 61.62$, $SD = 11.278$), with a significant distinction ($t = 8.216$, $df = 498$, $p = 0.001$). In this way, it tends to be concluded that there is an adequate number of information to dismiss the invalid hypothesis ($H_0.3$) and that there is a genuinely tremendous contrast in the learning styles, aspirations, and effectiveness of teaching between the associate teachers and para and legally binding Government-Aided and Self-Financed Foundation teachers. It is observed that

super durable aide teachers scored higher on the teaching effectiveness self-measure than paraprofessional and agreement educators.

5. CONCLUSION

Although both self-financed and government-aided B.Ed. programs train future educators, variations in student demographics and resource availability result in subtleties in teaching efficacy and learning styles. This study used a survey method to evaluate the teaching efficacy, aspirations, and learning styles of B.Ed. trainees in both government-aided and privately funded universities, taking into account factors such as gender, location, and designation. Furthermore, this study found no statistically significant variations in learning styles or ambitions between genders, while female teachers had somewhat higher teaching effectiveness scores. Assistant teachers performed better than para-contractual teachers in all three dimensions, although urban instructors rated lower than their rural counterparts in terms of teaching effectiveness.

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