

Geographical Differences in Well-Being of Private B.Ed. College Trainees of Kamrup (Metropolitan) District, Assam

Hemshikha Talukdar

Assam, India

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Abstract: The present study attempted to examine the differences in well-being among the male and the female Trainees of the Private B.Ed. Colleges in Kamrup (Metropolitan) District of Assam, India with respect to different Geographical Locations. The population size was 676 B.Ed. Trainees including 116 Males and 560 Females. Primary data was collected using Standardized Rating Scale Questionnaire on Well-Being prepared by Dr. (Mrs.) Ripenjeet Kaur. Stratified Random Sampling Method was used taking 40 percent sample from each of total male and female B.Ed. Trainee Population, hence 271 Teacher Trainees (191 Males and 80 Females) were taken as the sample size. Statistical analyses were done using Mean, Standard Deviation and Z-tests. Findings revealed no significant difference between the well-beings of Male and Female Trainees of the Private B.Ed. Colleges in Rural Locations. Also, no significant difference was obtained between the well-beings of the Private B.Ed. College Trainees in Urban and Rural Geographical Locations. However, significant difference was found between the well-beings of Male and Female Trainees of the Private B.Ed. Colleges in Urban Locations.

Keywords: Geographical Difference, Ru-Urban locations, Well-Being, Private B.Ed. College Trainees, Kamrup (Metropolitan) District.

1. Introduction

According to *Naci and Ioannidis (2015)*, "Wellness refers to diverse and interconnected dimensions of physical, mental, and social well-being that extend beyond the traditional definition of health. It includes choices and activities aimed at achieving physical vitality, mental alacrity, social satisfaction, a sense of accomplishment, and personal fulfilment".

Personal wellbeing (overall wellbeing) represented how far teachers were able to develop personally and professionally, how far they experienced agency, control, fulfilment commitment and motivation (*Ekwulugo, V., 2015*). Therefore, Well-Being is an embodiment of internal as well as external harmony. A teacher trainee who experiences well-being is able to balance his/her duties and responsibilities appropriately. This ensures qualitative improvement in teacher education along with simultaneous professional growth of the trainees. It is believed that teacher can fulfil the requirements of the students only if he/she is confident about themselves (*Prabhakara, S.B. and Jayamma, H.R., 2016*). There is a growing recognition that for teaching and learning to be at its most effective, teachers should have high levels of well-being, self-efficacy, and confidence (*Schleicher, A., 2018*). Well-being is a meta construct that encompasses all aspects of healthy and successful living, including psychological, emotional, spiritual economic, physical, and other domains. (*Hercz, M., 2019*).

Even though we are 'One Nation', we still have a rural-urban divide in every aspect. Studies have demonstrated a considerable gap between rural and urban education. The system of education is different in urban schools. While the teaching methodology— in rural schools is still primitive, the urban schools impart modern ways of teaching and focus on the development of each student (*Balijepalli, S., 2020*).

Earlier, rural teachers were more satisfied with Rapport and Load, while urban teachers were more satisfied with Curriculum and Salary (*Trentham, L.L. and Schaer, B.B., 1985*). However, there has been a shift in this attitude of the modern teacher trainees with the onset of the digital media. Keeping these things in mind, the present study had been conducted with a view to assess the geographical differences in well-being of B.Ed. Trainees.

2. Significance of the Study

Potential research gaps have been witnessed regarding the well-being of the teacher trainees in urban as well as rural B.Ed. colleges of Kamrup (Metro) because the findings of previous researchers' works [*Zhu, C., Devos, G. and Li, Y. (2011); Mehdinezhad, V. (2012); Bhullar, N., et al. (2013); Kaur, K. (2014); Ekwulugo, V. (2015); Kumar, S. (2015); Di Fabio, A. and Kenny, M.E. (2016); Fernandez-Berrocal, P., et al. (2017); Ali, I. (2017); Bam, M. and Tok, B.R. (2017); Talbot, K. and Mercer, S. (2018); Zaki, S. (2018); Roy, S. (2018); Hercz, M. (2019); Yoo, H., et al. (2019); Matud, M.P., et al. (2019); Glazzard, J. and Rose, A. (2019)*] reveal that though

many studies had been carried out regarding geographical difference and well-being, the investigator found a dearth of research works related to teacher trainees especially in Kamrup (Metropolitan) District of Assam. Thus, the present research seeks to fill up the research gap in the field of teacher training in the study area.

3. Title of the Study:

With the above background, the present study has been entitled as “*Geographical Differences in Well-Being of Private B.Ed. College Trainees of Kamrup (Metropolitan) District, Assam*”

Objectives of the Study:

- (a) To study the differences in well-beings of Male and Female Trainees of the Private B.Ed. Colleges in Urban Locations.
- (b) To examine the differences in well-beings of Male and Female Trainees of the Private B.Ed. Colleges in Rural Locations.
- (c) To find out the differences in well-beings of the Private B.Ed. College Trainees in Urban and Rural Geographical Locations.

Research Hypotheses of the Study:

- (a) H_{01} = There exists no significant difference between the well-beings of Male and Female Trainees of the Private B.Ed. Colleges in Urban Locations.
- (b) H_{02} = There exists no significant difference between the well-beings of Male and Female Trainees of the Private B.Ed. Colleges in Rural Locations.
- (c) H_{03} = There exists no significant difference between the well-beings of the Private B.Ed. College Trainees in Urban and Rural Geographical Locations.

4. Delimitations of the Study:

This research had covered only the registered B.Ed. colleges affiliated to Gauhati University in both urban and rural geographical locations of Kamrup (Metropolitan) District in the State of Assam, India. The study was conducted upon only the Private B.Ed. Colleges imparting NCTE approved Two-Year B.Ed. Course. Again, this study had been delimited to only the First Year B.Ed. Trainees. Also, the B.Ed. College Trainees enrolled for the academic session 2019-2020 had been considered for the study. Further, this study included only five areas of Well-Being viz. Physical, Mental, Social, Emotional and Spiritual.

5. Operational Definitions of the Key Terms:

(a) **Geographical Differences:** Here, geographical difference referred to the difference in geographical settings such as Urban and Rural locations of the Private B.Ed. Colleges of Kamrup (Metro). In this research, well-being of the Private B.Ed. College Trainees had been studied with respect to Ru-Urban milieu.

(b) **Well-Being:** In the present study, the term Well-Being was related to the overall welfare or wellness of the Private B.Ed. College Trainees of Kamrup (Metropolitan) District of Assam, India. Here, Well-Being had been studied in five different areas namely, Physical, Mental, Social, Emotional and Spiritual.

(c) **B.Ed. College Trainees:** Represented by the B.Ed. Trainees (both Males and Females) enrolled in first year of the NCTE recognised Urban as well as Rural Private B.Ed. Colleges of Kamrup (Metropolitan) District of Assam and affiliated under Gauhati University for the academic session 2019-2020.

Area of the Study:

The present research was conducted in all the NCTE recognized Private B.Ed. Colleges in both Urban and Rural Geographical locations which have been affiliated under Gauhati University in Kamrup (Metropolitan) District of Assam, India. This geographical location includes the administrative capital of Assam and so is a major commercial as well as educational hub. As a consequence, this geographical area has the highest population density in the entire North-East India. All these pose as a major challenge on retaining the optimum quality of education which exerts great pressure upon the personal-professional balance and ultimately the overall well-beings of the B.Ed. Trainees.

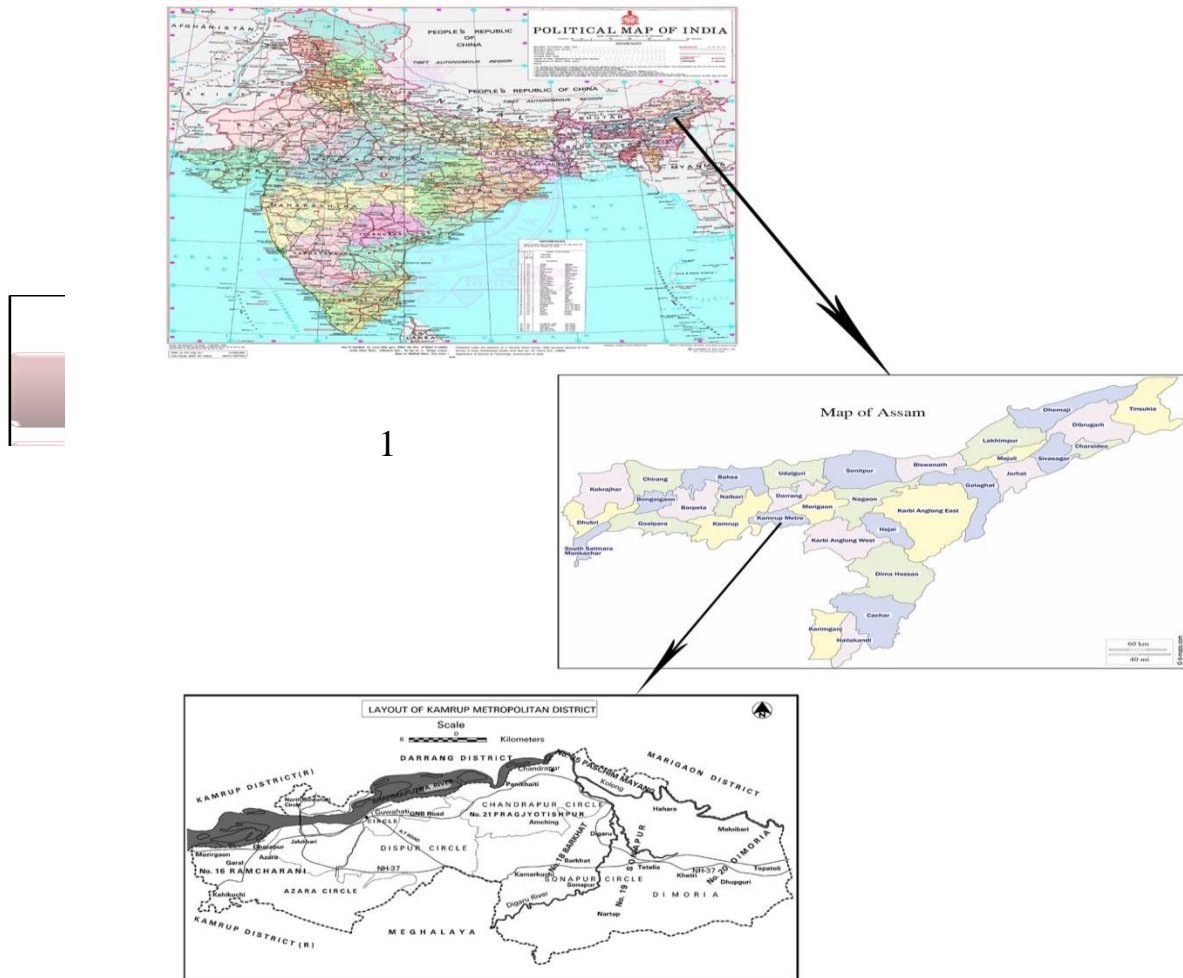


Figure : Location Map of Study Area

Map Sources: (a) Map of India retrieved from <http://www.surveyofindia.gov.in/files/Political%20Map%20of%20India.jpg>, (b) Map of Assam retrieved from https://d-maps.com/carte.php?num_car=70259&lang=en(c) Map of Kamrup (Metropolitan) District retrieved from <https://kamrupmetro.in/admin/upload/userfiles/file/Flood%20response%20plan.pdf>).

6. Research Methodology

The present research had been conducted following the standard methodologies of Descriptive Survey research using a Likert-type Five-Point Rating Scale Questionnaire.

Types and Sources of Data used for the Study:

Primary Data: Collected through personal field visits and via Rating Scale Questionnaire.

Secondary Data: Collected from authentic NCTE and SCERT websites.

Variables of the Study:

- **Independent variable:** Geographical Difference
- **Dependent variable:** Well-Being

Universe of the Present Study:

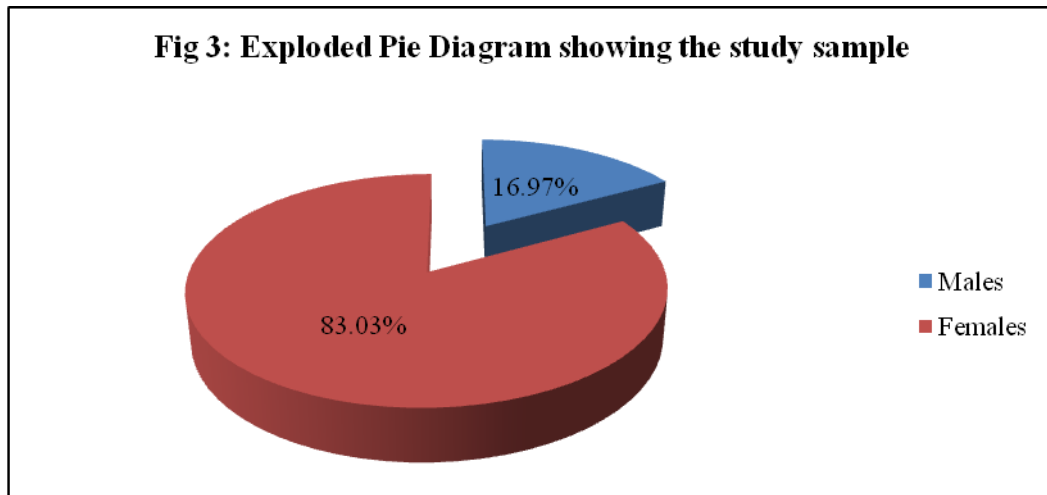
The study population consisted of total 676 first year B.Ed. Trainees enrolled in 5 Urban and 2 Rural that is, total 7 Private B.Ed. Colleges imparting NCTE recognized Two-Year B.Ed. Curriculum and affiliated under Gauhati University of Kamrup (Metropolitan) District, Assam.

Table 1: Distribution of the Study Population

Sl. No.	Name of the Institution	Location	Males	Females	Total
1	College of Education	Urban	14	62	76
2	Dr. Anita Baruah College of Education	Urban	10	90	100
3	West Guwahati B.Ed. College	Urban	20	80	100
4	Dakshin Guwahati B.Ed. College	Urban	35	65	100
5	Asom Sikshak Prasikshan Mahabidyalaya	Urban	8	92	100
6	Province College	Rural	18	82	100
7	National Institute of Teacher Education	Rural	11	89	100
Grand Total			116	560	676

(Source: Primary data collected through actual visit to these colleges)

Fig 2: Sample Design



Sampling Method applied

The study population of the present research had been divided into two main strata namely Urban and Rural Private B.Ed. College Trainees each again subdivided into Male and Female Trainees. Sampling process for the present research had been conducted in two distinct stages.

- The first stage consisted of Saturated Sampling Method as all the Private B.Ed. Colleges were selected as the Sample Colleges for the study.
- The second stage consisted of Proportionate Stratified Random Sampling Method used for selecting 40 percentsample from each of the total male and female trainees’ population of the B.Ed. Colleges.

Sample Size:

In this study, total 271 B.Ed. Teacher Trainees (46 Males and 225 females) were taken as the appropriate sample size.

Tool used in the Study:

- Well-Being Scale prepared by Dr. (Mrs.) Ripenjeet Kaur(2014) had been used for the present study. This scale consists of 35 items which are divided into five areas – Physical, Mental, Social, Emotional and Spiritual.

Statistical Analyses used:

- (a) **Descriptive Statistics:** Mean and Standard Deviation were computed in Microsoft Excel.
- (b) **Inferential Statistics:**Z-test for testing the hypotheses was done manually.

Data Analyses and Interpretation:

(a) **Objective No. 1:** To study the differences in well-beings of Male and Female Trainees of the Private B.Ed. Colleges in Urban Locations.

Ho₁ = There exists no significant difference between the well-beings of Male and Female Trainees of the Private B.Ed. Colleges in Urban Locations.

Table 2: Showing Z-Test and Level of Significance values for testing Hypothesis (Ho₁)

Gender	Sample Size	Mean Scores	Standard Deviation	Calculated Z- value	Tabulated Z-value		Level of significance	
					0.01 level of Significance	0.05 level of significance	0.01	0.05
Males	35	123.54	130.29	z =3.17	2.58	1.96	Ho ₁ rejected	Ho ₁ rejected
Females	156	11.45	10.94					

[Source: (a) Field Survey 2020, (b)<https://www.statisticshowto.com/two-sample-z-test-excel-2013/>]

Interpretation: From the above table, it has been found that the calculated Z- test value is higher than the tabulated Z-values at both 0.01 and 0.05 levels of significance and so, the null hypothesis (Ho₁) is rejected at both these levels of significance. Therefore, there exists significant difference between the well-beings of Male and Female Trainees of the Private B.Ed. Colleges in Urban Locations.

(b) **Objective No. 2:** To examine the differences in well-beings of Male and Female Trainees of the Private B.Ed. Colleges in Rural Locations.

Ho₂ = There exists no significant difference between the well-beings of Male and Female Trainees of the Private B.Ed. Colleges in Rural Locations.

Analysis:This objective was achieved by computing mean, standard deviation and applying Z-Test.

Table 3: Showing Z-Test and Level of Significance values for testing Hypothesis (Ho₂)

Gender	Sample Size	Mean Scores	Standard Deviation	Calculated Z- value	Tabulated Z-value		Level of significance	
					0.01 level of Significance	0.05 level of significance	0.01	0.05
Males	11	133	16.9	0.64	2.58	1.96	Ho ₂ accepted	Ho ₂ accepted
Females	69	129.1	11.79					

[Source: (a) Field Survey 2020, (b)<https://www.statisticshowto.com/two-sample-z-test-excel-2013/>]

Interpretation: From the above table, it has been found that the calculated Z- test value is higher than the tabulated Z-values at both 0.01 and 0.05 levels of significance and so, the null hypothesis (Ho₂) is accepted at both these levels of significance. Therefore, there exists no significant difference the well-beings of Male and Female Trainees of the Private B.Ed. Colleges in Rural Locations.

(c) **Objective No. 3:**To find out the differences in well-beings of the Private B.Ed. College Trainees in Urban and Rural Geographical Locations.

Ho₃ = There exists no significant difference between the well-beings of the Private B.Ed. College Trainees in Urban and Rural Geographical Locations.

Analysis:This objective was achieved by computing mean, standard deviation and applying Z-Test.

Table 4: Showing Z-Test and Level of Significance values for testing Hypothesis (Ho₃)

Location	Sample	Mean	Standard	Calculated Z-	Tabulated Z-value	Level of significance
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	e S ize	Scor es	Deviati on	value	0.01 level of Signifi cance	0.05 level of significanc e	0.01	0.0 5
Urb an	1 91	1 29.0 5	11.3 1	0.36	2.58	1.96	Ho ₃ acce pted	Ho ₃ acce pted
Rur al	8 0	1 29.6 4	12.5 5					

[Source: (a) Field Survey 2020, (b)<https://www.statisticshowto.com/two-sample-z-test-excel-2013/>]

Interpretation: From the above table, it has been found that the calculated Z- test value is lower than the tabulated Z-values at both 0.01 and 0.05 levels of significance and so, the null hypothesis (Ho₃) is accepted at both these levels of significance. Therefore, there exists no significant difference between the well-beings of the Private B.Ed. College Trainees in Urban and Rural Geographical Locations.

7. Discussion on Findings

1) In the present research, significant difference was found between the well-beings of Male and Female Trainees of the Private B.Ed. Colleges in Urban Locations (Finding 1). This observation contradicted the findings of **Bam, M. and Tok, B.R. (2017)** who had conducted “A Study on Well-Being of B.Ed. Teacher Trainees Concern with their Gender and Stream in Papumpare District of Arunachal Pradesh.” Their findings revealed that the gender of the teachers and subject/stream had no significant effect on the well-being of teachers.

2) Again, no significant difference was found between the well-beings of Male and Female Trainees of the Private B.Ed. Colleges in Rural Locations (Finding 2). Thus, this result supported the findings of **Bam, M. and Tok, B.R. (2017)** who had conducted “A Study on Well-Being of B.Ed. Teacher Trainees Concern with their Gender and Stream in Papumpare District of Arunachal Pradesh.” Their findings revealed that the gender of the teachers and subject/stream had no significant effect on the well-being of teachers.

3) Moreover in the present study, no significant difference was found between the well-beings of the Private B.Ed. College Trainees in Urban and Rural Geographical Locations (Finding 3). This research outcome supported the findings of **Roy, S. (2018)** who had researched about the “Well being of Secondary and Higher Secondary school Teachers.” Roy had found no significant difference in well-being of Secondary and Higher Secondary school teacher due to living are or work place.

8. Conclusion

Well-Being is a must for everyone. Hence, it is always desirable that there should be no difference between the well-being of male and female trainees. As per expectation, no significant difference was found between the well-beings of Male and Female Trainees of the Private B.Ed. Colleges in Rural Locations in the present study. However, significant difference had been found between the well-beings of Male and Female Trainees of the Private B.Ed. Colleges in Urban Location.

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