



# A Comparative Analysis of Government-Aided Vs Self-Financed Institutions by Exploring Variances in Learning Styles, Aspirations, And Teaching Efficacy among B.Ed Teacher Trainees

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## Abstract

In the context of the learning styles, goals, and teaching efficacy of B.Ed. (Bachelor of Education) teacher trainees, this comparative analysis investigates the differences that exist between programs that are funded by the government and those that are self-financed. When these features are analysed, the review intends to provide insight on the potential differences in educational interactions and outcomes that may exist between these two types of institutions. Drawing upon various research procedures including overviews, interviews, and observational information, the examination explores the inclinations, inspirations, and vision of teacher trainees within each institutional class. The evaluation makes subtle observations about differences in learning styles, professional objectives, and the perceived feasibility of teaching processes by conducting an in-depth examination of the material that was acquired. It is not just that these pieces of information contribute to how we could understand the educational scene, but they also offer crucial repercussions for policymakers, educators, and partners in the process of increasing the quality and value of teacher preparation programs across a variety of institutional contexts.

**Keywords:** Comparative, Analytical, and Comparative Self-Financing, Institutions, Variations, and Government-Aided Organizations Understanding Learning Styles, Teaching, Aspirations, and Efficacy B. Ed., Instructor, and Trainees.

## 1. INTRODUCTION

It is important to note that the landscape of teacher education is diverse and multidimensional, with institutions ranging from those that are funded by the government to those that are self-financed playing significant roles in shaping the future of educators. Understanding the differences in learning styles, vocation goals, and teaching efficacy among B.Ed. (Bachelor of Education) teacher trainees in a range of institutional contexts is of utmost importance. This is because of the diversity that exists among these individuals. This study does a comparative analysis in order to delve into these nuances, which means that it seeks to unravel the intricacies of educational interactions that take place within institutions that are either self-financed or get assistance from the government. The purpose of this investigation is to provide light on predicted distinctions and experiences that might throw light on educational techniques and practices. This is accomplished by analysing the various environments in which teacher preparation takes place.

Recently, there has been a surge of interest in the subject of teacher education regarding the sustainability and nature of the many preparation programs that are given by various universities. When compared to self-financed universities, which are mostly dependent on educational expenditures and secretive speculations, government-aided colleges, which are often funded by public resources, generally operate under different orders and guidelines. These different environments may have a significant impact on the educational experiences and outcomes of teacher trainees, which in turn can have an effect on their learning directions, their ambitions for their careers, and their perceptions of how effective teaching is. Understanding the learning styles of those who are in the process of becoming teachers is of the utmost importance since it sheds light on the instructional strategies and informational methods that are utilized within teacher education programs. Distinct people have distinct learning preferences and mental styles, which are impacted by factors such as their social background, the activities they are involved in, and the inspirations they draw from themselves. Therefore, it is beneficial to examine the ways in which these tendencies appear



and are accommodated within institutions that are either self-financed or supported by the government. This provides vital insights into the flexibility and inclusiveness of educational programs that are being developed by teachers. Furthermore, conducting research on the vocation goals of B.Ed. teacher trainees provides useful insights into the inspirations, aims, and assumptions that they have toward the educational framework. The expectations that people have for their vocations are a reflection of their own personal goals, as well as of larger societal trends and demands within the teaching profession. Through the examination of the career paths that are envisioned by teacher trainees within a variety of institutional contexts, the purpose of this study is to identify potential mistakes and to identify fundamental elements that influence the professional paths that they choose. Furthermore, in order to determine whether or not teacher education programs are viable, it is essential to conduct a poll among teacher trainees to determine how effective they believe certain teaching methods to be. One of the most important factors that determine the quality of education and the outcomes for students is teacher efficacy, which may be described as the idea that one has the power to significantly influence the learning of students. It is possible that differences in resources, personnel aptitude, pedagogical approaches, and institutional support structures are the sources of differences in teaching effectiveness evaluations between colleges and universities that get funding from the government and those that are self-financed.

In light of these considerations, the purpose of this comparative study is to make a contribution to the larger conversation about teacher education by providing an explanation of the complex factors that are at play inside schools that are either self-financed or get assistance from the government. The purpose of this study is to shed light on evidence-based arrangements and practices that are targeted at improving the quality and value of teacher preparation programs across a variety of institutional contexts. This will be accomplished by studying the differences in learning styles, aspirations, and teaching efficacy among B.Ed. teacher trainees.

**1.1. Objectives Of the Study**

- To evaluate the learning styles of B.Ed. teacher trainees who are enrolled in institutions that are either self-financed or assisted by the government.
- To assess the degree of aspiration among B.Ed. teacher trainees at institutions that are either self-financed or get financial assistance from the government.
- In order to investigate the efficacy of teachers from Bachelor of Education (B.Ed.) programs in both government-aided and self-financed educational institutions.

**2. LITERATURE REVIEW**

Singh's (2018) doctoral dissertation, which offers useful insights into the variability and efficacy of such programs across a variety of institutions. The research conducted by Singh adds to a better understanding of the difficulties involved in preparing teachers for the problems that they would face in secondary education by performing an examination of the curricular frameworks, instructional practices, and results of secondary teacher education.

Asthana et.al (2020) will be doing a PhD research project that will shed light on the psychological and motivational elements that determine the efficacy of educators. The research will focus on the impact of attitude on job performance among instructors working in higher educational institutions. It is probable that the research conducted by Asthana investigates the dynamic relationship that exists between the attitudes that instructors have toward their profession, their colleagues, and their pupils, as well as the ways in which these attitudes eventually influence the performance of teachers in higher education settings.

Singh et.al (2022) investigates the professional commitment of primary teacher educators in connection to job satisfaction and certain demographic factors. The findings of this study offer valuable insights into the elements that contribute to the dedication of educators to their profession. These aspects include the degree to which educators are satisfied with their work



duties and the ways in which demographic features may impact the degree to which they exhibit commitment.

Arumugam (2018) on the influence of institutional climate on human factors, especially among faculty members at arts and science institutions in Bengaluru, provides insights into the ways in which the organizational environment may change the attitudes and actions of educators. The research conducted by Arumugam has useful implications for the development of supportive and conducive work environments inside educational institutions. These implications are derived from the examination of the institutional climate and its influence on the experiences of faculty members.

Shabbiret.al (2022) conducted, which investigates the crucial connection that exists between professional ethics and teaching competency among educators. By conducting this study, the researchers hope to provide light on the ways in which commitment to ethical principles affects the efficiency of educators in the classroom. Within the realm of education, professional ethics comprise a wide range of beliefs and ideas that serve as a guide for the behavior, decision-making, and relationships of educators within various educational settings. It is expected that Shabbir's inquiry will investigate the influence that ethical behavior has on teaching competency, which includes pedagogical abilities, classroom management, student involvement, and the creation of a pleasant learning environment.

### 3. RESEARCH METHODOLOGY

#### 3.1. Research Design

The term "investigation methodology" refers to the strategy or procedure that a researcher prepares in order to assist the implementation of the evaluation study. Furthermore, in addition to the broad structure of the survey, the methods and processes that will be employed to construct and disassemble the material are also mentioned in this document. When it comes to this work, the evaluation strategy is essentially expressive. From it, customers will most likely obtain detailed information on the regulations and the lifespan of firms that are acceptable to them. For the purpose of analysis, this study utilized a specialized method. An intriguing investigation is carried out with the purpose of comprehending and making sense of the characteristics, actions, and occurrences of a certain subject or place or territory.

#### 3.2. Sample Population

The sample population for this study consisted of B.Ed. teacher trainees from institutions in West Bengal State that were either self-financed or received financial assistance from the government. For the purpose of ensuring that both types of institutions were accurately represented, stratified random testing was utilized. The distinction was made according to the type of organization, which might be either self-financed or government-aided. The members were chosen in order to acquire a varied and delegated exam for the purpose of conducting an extensive assessment of learning styles, levels of longing, and teaching viability among B.Ed. teacher trainees. From the state of West Bengal, we have chosen the three institutions that get assistance from the government and the three institutions that are self-financed described below:



**Table 1: Sample of Selection**

Government aided Institutions	Self-financed Institutions
The Calcutta University	Ramakrishna Mission Residential College, Kolkata
The Rabindra Bharati University	Acharya Prafulla Chandra College, Kolkata
The Netaji Subhas Open University	Astha School Of Management, Bhubaneswar

#### 3.3. Sample Size

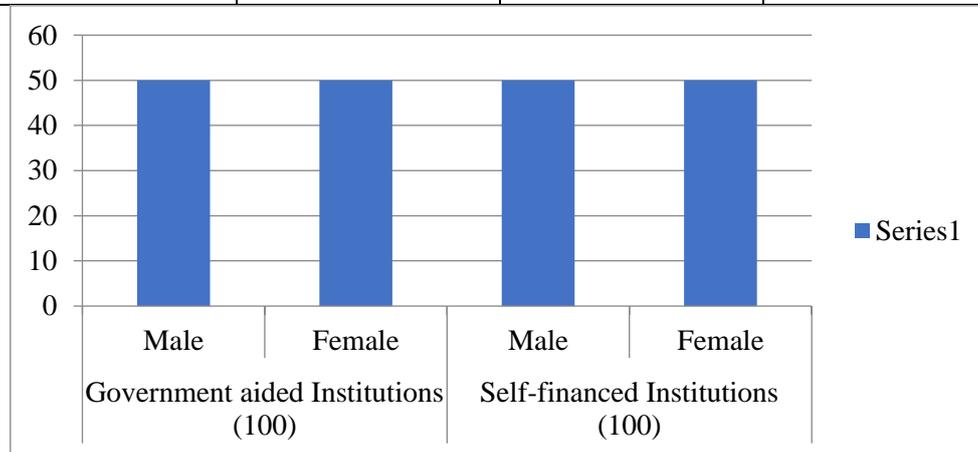
One hundred B.Ed. teachers from institutions that received financial assistance from the government and an additional one hundred B.Ed. teachers from institutions that were self-financed were included in the sample size for this study. The purpose of this distribution was to ensure that both types of institutions were represented in an equal manner, taking into mind a comprehensive review of the goals of the test. A total of two hundred educators were



selected as the sample size since it was believed that this would provide sufficient factual capacity for directing major investigations and linkages inside the study.

**Table 2: Total Sample of the study**

Government aided Institutions (100)		Self-financed Institutions (100)	
Male	Female	Male	Female
50	50	50	50



**Figure 1: Total Sample of the study**

**3.4. Variables Of the Study**

➤ **Dependent Variables**

- Level of Aspiration: Scores that represent the educational and career ambitions of B.Ed. teacher trainees (evaluated by a questionnaire that was prepared by the trainee and the trainee themselves).
- The scores that indicate the perceived teaching effectiveness of B.Ed. teacher trainees are referred to as teaching effectiveness. These scores are determined by a mix of self-reporting questionnaires and supervisor assessments.
- Interaction between Learning Styles and Level of Aspiration: Investigating the connection between learning styles and levels of aspiration, taking into account the impact of the corporate cultural environment.

**3.5. Research Tools**

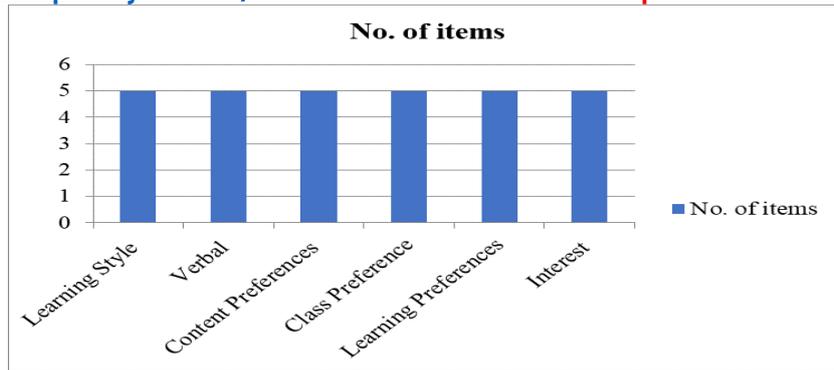
The examination tools that were utilized in the review titled "A Comparative Investigation of Learning Styles, Level of Goal, and Teaching Viability of B.Ed. Teacher Trainees in Government Aided and Self-Financed Institutions" encompassed a mix of quantitative and subjective instruments in order to conduct an exhaustive investigation into the variables of premium.

**3.6. Pilot Study**

It was such a polished instrument that it consisted of one hundred items with fifty different preferences. After then, it was given to two hundred secondary school students drawn from both private and public institutions. As can be seen in the table below, the SOLAT tool has the following dimensions:

**Table 3: Dimensions of SOLAT**

S.No	Dimensions	No. of items	Item Category
1	Learning Style	5	1-5 Items
2	Verbal	5	6-10 Items
3	Content Preferences	5	11-15 Items
4	Class Preference	5	16-20 Items
5	Learning Preferences	5	21-25 Items
6	Interest	5	26-30 Items



**Figure 2: Dimensions of SOLAT**

**4. DATA ANALYSIS**

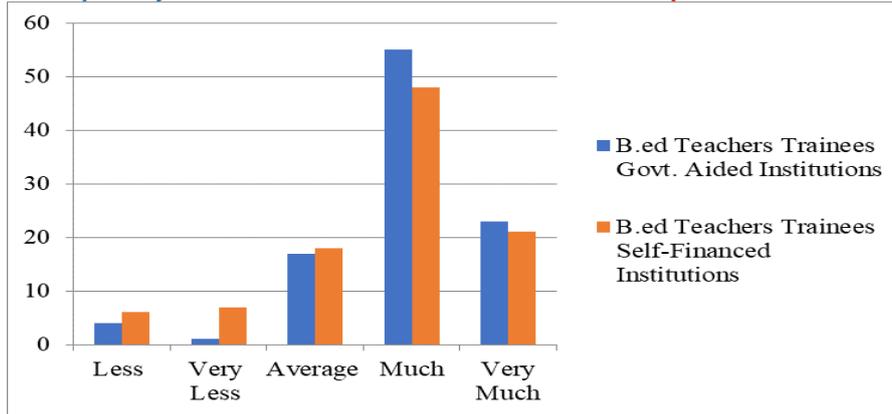
For the purpose of determining whether or not the exploration attempt is feasible, the confirmation or denial of hypotheses serves as an essential benchmark. In order to achieve this goal, comprehensive factual tests were used to explore the information concerning learning styles, levels of desire, and instructional adequacy among B.Ed. teacher trainees in institutions that were either self-financed or received financial assistance from the government. These assessments consisted of a few essential tasks that might be measured. Right from the bat, illustrative metrics such as the mean and the standard deviation were applied in order to summarize and comprehend the primary tendencies and variations that were present within the information that was gathered immediately. Additionally, t-tests were carried out in order to investigate the significant differences in these variables that existed between the two types of institutions. The t-test, in particular, was especially helpful in determining the factual significance of observed contrasts, presenting robust correlation capabilities, and analyzing variations that were depending on the type of educational establishment. A comprehensive understanding of the differences between government-aided and self-financed institutions in terms of learning styles, aspirations, and teaching viability among B.Ed. teacher trainees was achieved through the utilization of this factual technique, which provided essential experiences into the comparative parts of the review.

**4.1. LEARNING STYLES**

According to the material that has been presented, there are four tables that discuss the attitudes and perspectives of B.Ed. teacher trainees who are enrolled in institutions that are either self-financed or receive financial assistance from the government.

**Table 4: Verbal**

		B. Ed Teachers Trainees		Total
		Govt. Aided Institutions	Self-Financed Institutions	
	Less	4	6	10
	Very Less	1	7	8
	Average	17	18	35
	Much	55	48	103
	Very Much	23	21	44
<b>Total</b>		<b>100</b>	<b>100</b>	<b>200</b>

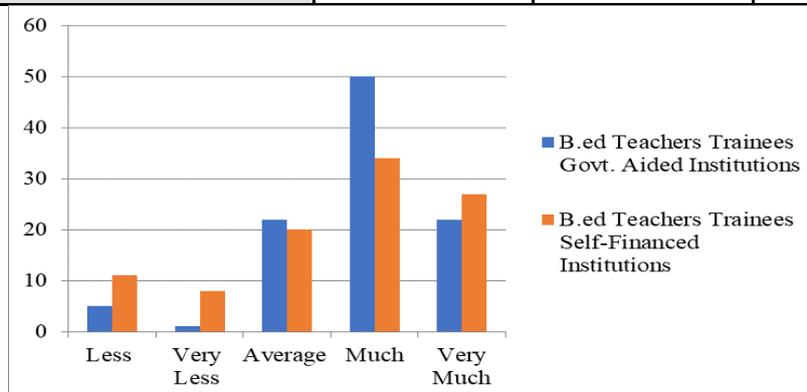


**Figure 3: Verbal**

A table titled "Verbal Inclinations" was used to collect information from members regarding their preferences concerning the verbal aspects of language instruction. The majority of B.Ed. teacher trainees in institutions that receive funding from the government expressed a strong preference for vocal perspectives, with 55 members selecting "Much" and 23 selecting "Definitely." among contrast, the distribution is even more evenly distributed among institutions that are self-financed, with a sizeable number (48) of respondents indicating that they have a "Much" interest in the matter. On the whole, the example suggests that there is a significant trend toward verbal teaching tactics, particularly among foundation trainees who receive assistance from the government.

**Table5: Class Preference**

		B. Ed Teachers Trainees		Total
		Govt. Aided Institutions	Self-Financed Institutions	
	Less	5	11	16
	Very Less	1	8	9
	Average	22	20	42
	Much	50	34	84
	Very Much	22	27	49
<b>Total</b>		<b>100</b>	<b>100</b>	<b>200</b>



**Figure 4: Class Preference**

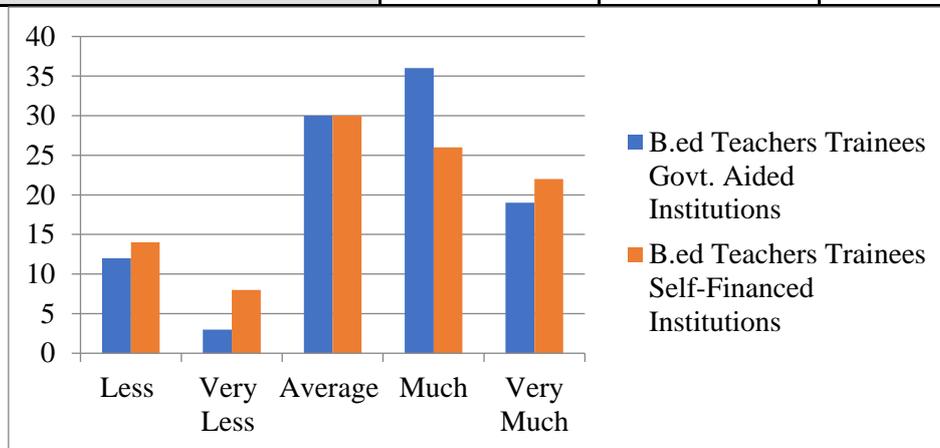
Examining Class Inclinations: The data reflects teacher candidates' preferences for the direction and atmosphere of their classes. Most of the time, trainees from both kinds of institutions like to share significant areas of strength for opinions on the class. Interestingly, a larger percentage of participants from government-funded institutions chose "Much" and



"Without a doubt," indicating a generalized preference for elements connected to class than their counterparts from privately funded institutions.

**Table 6: Learning Preferences**

		B. Ed Teachers Trainees		Total
		Govt. Aided Institutions	Self-Financed Institutions	
	Less	12	14	26
	Very Less	3	8	11
	Average	30	30	60
	Much	36	26	62
	Very Much	19	22	41
<b>Total</b>		<b>100</b>	<b>100</b>	<b>200</b>



**Figure 5: Learning Preferences**

The Learning Inclinations table displays trainees' inclinations toward different learning approaches. Students from both government-funded and privately funded schools are primarily in the "Much" and "Without a doubt" categories, indicating a common preference for active and engaging teaching methods. The distribution within classrooms is fairly balanced, highlighting a common pattern in teacher candidates' importance of various learning modalities.

## 5. CONCLUSION

An extensive examination of B.Ed. teacher candidates in self-funded and government-aided schools reveals clear patterns in career goals and professional developments. Compared to their peers in independently funded institutions, trainees in government-aided institutions have a more grounded predisposition toward further education in line with career objectives and connect more in collaborative practices. Additionally, they report feeling more fulfilled in their roles as teachers and have a deeper commitment to long-term careers in education. In addition, they have stronger convictions about the cultural influence of instructors and view challenges as valuable teaching opportunities. Goals for high-ranking roles and the value attributed to contributions are significantly higher among them, as is the greater responsibility to professional associations and the academic community. However, both groups have challenges in the study hall environment and instructional practices, such as clarity in learning goals, dedication to instructional techniques, and mechanical integration. Notwithstanding these challenges, members of both institutional types generally agree on assessments of reasonableness and efforts to teach transformation.

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