



# A COMPARATIVE STUDY BETWEEN D. EL. ED AND B. ED TEACHER TRAINEES OF AIZAWL CITY ON THEIR WELL - BEING

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*Abstract: The study was conducted to compare the well - being of teacher trainees from Institute of Advanced Studies in Education (IASE), Mizoram University (MZU) and District Institute of Education and Training (DIET) of Aizawl city. Stratified random sampling method was adopted by selecting 309 teacher trainees from these institutions. Well – Being scale developed and standardized by the researchers was used for collection of data. Analyses were done by testing hypotheses to find out the significant difference between teacher trainees residing in rural and urban areas, among teacher trainees of language, science and social science subjects, and also comparison in the level of well-being was done between teacher trainees of Diploma in Elementary Education (D. El. Ed) and Bachelor of Education (B. Ed). Significant differences were not found in any of the comparisons made according to the analyses and hypotheses tests conducted.*

Keywords: Well – Being, Teacher Trainees.

## I. INTRODUCTION

Well - being is the experience of health, happiness, and prosperity. It includes having good mental health, high life satisfaction, a sense of meaning or purpose, and the ability to manage stress. More generally, well - being is just feeling well. Well - being is something sought by just about everyone because it includes so many positive things — feeling happy, healthy, socially connected, and purposeful. Well - being emerges from thoughts, actions, and experiences — most of which we have control over. Building well - being skills is perhaps most beneficial for people struggling the most, particularly if they've recently undergone something stressful. It may be harder to build well-being during this time, but the impact may be greater because there is more room for improvement.

## II. RATIONALE OF THE STUDY

The importance of research on well - being of teacher trainees can be considered based on several reasons: first, research on teacher trainees' well-being is still rare, especially in Mizoram. Second, a study on teacher trainees' well - being will give insight to the manifolds of learning activities of teacher training education which could hamper their well - being and the future professional development of prospect teachers. This investigation tests and highlights the various dimensions of teacher trainees' well-being on grounds of physical, mental, social, emotional and spiritual.

Regardless of gender, caste, colour, creed, social status, residential backgrounds, as well as disability, it becomes clear to many that the need of well - being among teacher trainees is integral for a better future so as to provide better learning and education under the obvious influence of a person's well - being. The investigations and findings are crucial and helpful for researchers in policy discussions and effort to improve the level of well - being of teacher trainees. Therefore, the present study filled up the research gaps by conducting a scientific study on well - being of teacher trainees in Aizawl, Mizoram.

## III. LITERATURE REVIEW

Tok (2018) conducted a study on 'A study on well - being and personality factors of secondary teacher trainees of Arunachal Pradesh'. The result of the study revealed that secondary teacher trainees of Arunachal Pradesh showed satisfied level of well-being. Another result of this study apart from gender comparison is that, there is no significant mean difference in the overall well - being scores of teacher trainees on the basis of settlement (urban or rural).

Burns and Machin (2013) conducted a study on 'Employee and Workplace Well - being: A Multi-level Analysis of Teacher Personality and Organizational Climate in Norwegian Teachers from Rural, Urban and City Schools'. This study addressed the extent to which organizational climate and individual and organizational well-being outcomes vary between schools in rural, urban, and city locations. Teachers from rural schools reported smaller student and teacher numbers, a more positive organizational climate and better organizational well-being.

Mairitchsh et al (2021) did a study on 'Being a student, becoming a teacher: The well - being of pre-service language teachers in Austria and the UK' to investigate the wellbeing of 14 pre-service language teachers from Austria and the UK. The study investigated the well - being of pre-service language teachers during their educational programmes and practicum experiences with the aim of better understanding the factors that will not only keep them in their chosen career but will help them to thrive in the long term. This study has shown the value of an ecological perspective which has revealed numerous systemic characteristics that play a critical role in determining the well - being of these pre-service teachers.

#### **IV. OBJECTIVES OF THE STUDY**

1. To compare the difference in the level of well - being between rural and urban teacher trainees.
2. To compare the difference in the level of well - being among teacher trainees of language, science and social science subject.
3. To compare the difference in the level of well - being between Diploma in Elementary Education (D. El. Ed) and Bachelor of Education (B. Ed) teacher trainees.

#### **V. HYPOTHESES OF THE STUDY**

1. There is no significant difference in the level of well - being between rural and urban teacher trainees.
2. There is no significant difference in the level of well - being among teacher trainees of language, science and social science subjects.
3. There is no significant difference in the level of well - being between Diploma in Elementary Education (D. El. Ed) and Bachelor of Education (B. Ed) teacher trainees.

#### **VI. Methodology and Procedure:**

Method of the study: For the present study, Descriptive Survey Method is employed by the researchers.

Population of the study: Population of the study includes all teacher trainees from the institutes of IASE, MZU and DIET of Aizawl city.

Sample of the study: The sample of the present study comprises of 124 teacher trainees from IASE, 82 teacher trainees from MZU and 103 teacher trainees from DIET. Stratified Random Sampling is used for this study.

#### **Tools and techniques used for data collection:**

Well – Being scale developed and standardized by the researchers was used for collection of data.

#### **Analysis of data:**

The collected data was analyzed by using descriptive statistics such as – mean, standard deviation and inferential statistics such as; test of significant difference between two groups Means (t-test) and ANOVA (Analysis of Variance).

#### **VII. RESULT AND INTERPRETATION:**

**Objective No. 1: To compare the difference in the level of well - being between rural and urban teacher trainees.**

*Hypothesis no. 1: There is no significant difference in the level of well - being of teacher trainees from rural and urban areas.*

In order to find out the significant difference between the well - being of teacher trainees from rural and urban areas, the calculation results of Means and ‘t’ test is presented in Table - 1.

**Table - 1**

**Comparison in the level of well-being between rural and urban teacher trainees**

Area	N	Mean	SD	df	t-value	Level of Significance
Rural	114	121.19	12.86	307	0.33	Not Significant
Urban	195	123.06	12.5			

The present study deals with a comparison in the level of well - being between 114 teacher trainees of rural areas and 195 teacher trainees of urban areas. According to the result of the study there is no significant difference in the level of well - being between teacher trainees from rural and urban areas.

**Discussion:** A careful consideration of the rural urban divide in Mizoram call attention to the governing gap between teacher trainees from rural and urban areas in terms of social life, community resources, competition, healthy lifestyles and practices, competitions, etc. However, as per this finding, the teacher trainees from rural areas does not fall behind in the level of well - being as compared to teacher trainees of urban areas.

**Objective No. 2: To compare the difference in the level of well - being among teacher trainees of Language, Science and Social Science (SS) subjects.**

*Hypothesis no. 2: There is no significant difference in the level of well - being among teacher trainees of Language, Science and Social Science (SS) subjects.*

In order to find out the significant difference between the well - being of teacher trainees being among teacher trainees of Language, Science and Social Science (SS) subjects, the calculation results of Means and ‘t’ test is presented in Table - 2.1 and Table - 2.2.

**Table - 2.1****Comparison in the level of well - being among teacher trainees of different subjects using Anova: Single Factor**

<b>SUMMARY</b>					
<i>Groups</i>		<i>%</i>	<i>Sum</i>	<i>Average</i>	<i>Variance</i>
<b>Language</b>	73	23.62	9013	123.47	161.84
<b>Science</b>	98	31.72	11975	122.19	202.32
<b>Social Science</b>	138	44.66	16824	121.91	118.72

**Table - 2.2****Group comparison in the level of well - being among teacher trainees of different subjects**

<b>ANOVA</b>						
<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
<b>Between Groups</b>	119.50	2	59.75	0.38	0.68	3.03
<b>Within Groups</b>	47542.44	306	155.37			
<b>Total</b>	47661.94	308				

The present study deals with a comparison in the level of well - being among teacher trainees from language, science and social science subjects of Aizawl city. According to the studies, there are 73 teacher trainees of language subject, 98 teacher trainees of science subject and 138 teacher trainees of social science subject. Based on the results of the study using ANOVA calculation there is no significant difference found among teacher trainees of the subjects of language, science and social science.

**Discussion:** The present study is found to be similar with the studies done by Turner et al. (2012), Mairitcsh et al (2012), Guilia Sulis et al (2021), Fu et al. (2021), Bjirklund jr. et al. (2021), Abdullah (2016) and Bam and Tom regarding comparison on different subjects. It seems that teacher trainees enjoy good mental health as their level of physical, mental, social, emotional and spiritual well-being is satisfactory which can be found from the results of the studies.

**Objective No. 3: To compare the difference in the level of well - being between D. El. Ed and B. Ed teacher trainees.**

*Hypothesis no. 3: There is no significant difference in the level of well - being between D. El. Ed and B. Ed teacher trainees.*

In order to find out the significant difference in the level of well - being between D. El. Ed and B. Ed teacher trainees the calculation results of Means and 't' test is presented in Table - 3.

**Table - 3**

**Comparison in the level of well - being between D. El. Ed and B. Ed teacher trainees**

Course	N	Mean	SD	df	t-value	Level of Significance
D.El.Ed	55	121.47	12.22	307	0.59	Not Significant
B.Ed	254	122.56	12.5			

The present study deals with comparison in the level of well - being between teacher trainees of Diploma in Elementary Education (D. El. Ed) and Bachelor of Education (B. Ed) of Aizawl city. The study deals with 55 teacher trainees of D. El. Ed and 254 teacher trainees of B. Ed. Based on the result of the study there is no significant differences found between B. Ed and D. El. Ed teacher trainees.

**Discussion:** Teacher trainees of D. El. Ed and B. Ed do not show any significant differences when compared, this could be the satisfactory bonding of trainees among themselves, better skills at managing classroom interactions by teachers and trainees, safe and positive classroom climate which often provide them with the support they need to make progress.

## VIII. CONCLUSION

Well - being cannot be entirely considered in terms of individual responsibility (see also Mercer, 2021). In practical terms, this implies that teacher training programmes could offer pre-service teachers the resources and explicit strategies to manage and sustain their well - being. The first critical step pre-service or teacher training education programmes could take is to normalise the process of reflecting about well - being and of advocating pastoral support from mentors, professors, and academic supervisors. Regardless of the geographical settlement differences in the present study, no significant difference was found between teacher trainees of rural and urban areas. This could signify that well - being of teacher trainees is not influenced by their geographical settlement differences. Gender differences neither have any particular influence on the well - being level. As people in Mizoram enjoy healthy social life and relationship, male and female enjoy a satisfactory level of well - being. Subject differences do not cause any significant differences as well. Teacher trainees seem to have a positive mindset towards their studies.



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