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RESEARCH ARTICLE

TEACHING EFFECTIVENESS OF TEACHER EDUCATORS IN RELATION TO THEIR WELL-BEING

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Abstract

Generally teaching is delivered by a teacher to enhance the amount of effective learning of a learner. To make learning more meaningful, understandable and fruitful to a learner, effectiveness of teaching delivered by a teacher is very essential condition. This concept of teaching-learning process is not exceptional one in case of teacher training institutions. Other side Teacher's professional wellbeing provides information about statement of teachers in terms of teaching profession. In order to strengthen the role of teacher educators, it is needed to look at their all round well-being. Present study was conducted to find out if there was any significant mean difference in teaching effectiveness and well-being of teacher educators in respect to gender, location and types of colleges (Govt./Non-Govt.) in West Bengal and to establish the relationship between teaching effectiveness & well-being of teacher educators. ITAS and GWBS scales were administered on 344 randomly selected teacher educators of B.Ed. colleges for measuring their teaching effectiveness and well-being variability according to their categorical variations and relationship of teaching effectiveness and well-being. The descriptive survey method was used for the present study. The finding of this study indicated that educator's teaching effectiveness differed significantly in maximum cases while to compare in respect to the gender, and college types but the difference was insignificant in relation to the location of the college. Regarding wellbeing of teacher educator, no significant difference was found in respect to the difference of gender or the area from which college belongs and college types of the teacher educators. The present study also explored the relationship between teaching effectiveness and well-being of teacher educators and overall result showed positive relationship between the variables.

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Introduction:-

The educational institution without effective teacher is a soulless body. Teachers' personality, character qualities, commitment, well-being, attitudes towards teaching, effectiveness of teacher, thinking style and life style help the

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pupils to become good human beings, and contribute in creating a conversant society (Chandramma, 2013 [8]). Teachers being the nation builders are the important part of any society. Teaching Effectiveness is the collections of characteristics, competencies and behaviours of teachers at all educational levels that enable students to reach desired outcomes (Barman, and Bhattacharya, 2015 [4]). The researcher has used the term 'Teaching Effectiveness' to mean, the effectiveness of teaching delivered by the Teacher-Educators as per different criteria, those are Subject Matter Knowledge, Preparation and Organization, Presentation Style, Classroom Management, Motivational Strategy, Effective Communication, Student-Teacher Interaction, Evaluation and Feedback, Informal Academic Support and Personal Attribute. Well-being is the realization of one's physical, emotional, mental, social and spiritual potential. Researchers from different disciplines have examined different aspects of well-being. Well-being also has a subjective facet in the sense of satisfaction allied with fulfilling one's potential (Diener, 2000 [11]). Hatfield and Hatfield (1992) view well-being as the conscious and deliberate process by which people are actively involved in enhancing their overall well-being - intellectual, physical, social, emotional, occupational and spiritual. Well-being of teachers' is not only includes physical fitness, it also includes wellness of all the aspects of human life like: physical well-being means a state of good health, mental or intellectual well-being means accepting new ideas and thoughts which change according to the change in life, spiritual well-being means joy, peace, happiness and adherence to higher values of life, emotional, Psychological well-being means a state of emotional stability and control which includes self-confidence, full of efficiency, trust in self and optimistic views about life (Laurel, 2014 [19]), social well-being means good inter-personal relations in social phenomena and occupational well-being means a professional state which refers to the perception about being good in occupation, here it means in the teaching profession and feeling pleasant to come to work. Teacher educator is anyone who educates teachers. Teacher educators are identified as those who provide formal instruction or conduct research and development for educating prospective and practicing teachers (Barman, and Bhattacharya, 2015 [4]). Teacher educators provide the professional education component of pre-service programs and the staff development component of in-service programs. In this study, Teacher Educators' refers to those teachers who are engaged in teaching "student-teachers" in B.Ed. Colleges those Colleges/Institutions, which are engaged to offer B.Ed. degree (Bachelor of Education) to the 'student-teachers'. Here, two types of B.Ed. Colleges have been considered for the present study i.e. Govt./Govt.-aided and Private-unaided/Self-Financed B.Ed. Colleges. Government/Govt. aided B.Ed. Colleges are financed and managed by government. Self-Financed Colleges of Education are financed and managed by private bodies. So, in this regard teachers of would be teachers have to play a essential role in shaping an ideal society. Their wellness and effective teaching is valuable and important for the students as well as society (Barman, and Bhattacharya, 2015 [4]). Teacher educators are like a burning lamp having burning oil for lighting the mind and hearts of pupil-teachers. To provide quality teacher education at the elementary and secondary level, teacher-educators have to maintain a high level of academic and professional competence, and acquire wellness so as to prepare the best teachers for our country's schools. Unless, teacher educators and quality teacher education would be fruitless tree (Barman, and Bhattacharya, 2015 [4]).

Well-being is the process and state of quest for maximum human functioning that involves the body, mind and spirit. Progress of any nation depends largely on well-being of its citizens (Kaur, 2014 [17]). All the intellectual, creative, educational and socio-cultural advancements are possible if the individuals of the nation possess physical, psycho-social, health, economic and spiritual well-being. Similarly teacher educators' efficiency, effectiveness and quality of instruction largely depend upon their all-round well-being (Kamil, 2014 [16]). The teacher educators are facing new challenges and need to be supported by the training educational administrators and the state. In order to strengthen the role of teacher educators, it is needed to look at their well-being. Teacher's professional well-being provides information about statement of teachers in terms of teaching profession (Barman, and Bhattacharya, 2015 [4]).

Significance of the Study:-

The wellbeing of teachers has emerged as significant in the recent years, given that teacher attrition is an ongoing issue in education contexts. The problem is also significant that started from national level up to international agencies. For the development of a nation there is the need for development of its people. Teachers being the nation builders are the important part of any society Teacher plays an important and pivotal role in the educational system. The effective teaching and the standard of achievement are inseparably inter-related with the quality of teachers. The best teacher is one who possesses good physical and mental health and balanced personality (Srivastava, 2001[32]). The National Policy on Education (1986) has rightly observed that no pupil can rise above the level of its teachers. So, teachers must be encouraged to develop their uniqueness. Due to the advancement in every field of profession, teaching profession has become more challenging, complicated and tough and the role of teacher educators has increased. The teacher educators are facing new challenges and need to be supported by the training educational

administrators and the state. The teachers are made competent with the help of quality instruction they got from their training colleges from the teacher educators. Their efficiency, effectiveness, commitment and quality of instruction largely depend upon their all-round well-being. In order to strengthen the role of teacher educators, there is need to look at their well-being. In this regard balanced personality, well-being and quality instruction of teacher educators play an important role to train the would be teachers to be perfect. In this context present study: "Teaching Effectiveness of Teacher Educators in relation to their Well-Being" is significant.

Critical Appraisal of Literature Reviews

From the review of related literatures it has revealed that there is lack of studies on well-being of teacher educators. Few studies are found on psychological well-being among students and teachers. Some studies carried out on psychological well-being (Dzuka and Dalbert, 2000; Nanda, 2014 [12,22]) and general wellbeing of teachers and students (Mookherjee, 1992; Srivastava, 2001; Slaski and [21,32,31]) and some on others occupational workers. Kaur(2014) has assessed the well-being of the sample teacher educators, the result was found to be satisfactory [17]. Many studies are there on the teacher effectiveness. Chandramma (2013) has revealed that the teacher educators have better teaching effectiveness in their profession. The management of the institution has no significant influence on the overall teaching effectiveness of teacher educators [8]. Kumar(2013) studied that teacher adjustment can play a significant role in maintaining high teaching effectiveness [18]. Later on, Arockia (2007), Vijayalakshmi (2005) and Kaur (2014) have concluded the impact of adjustment capacity on teaching effectiveness is positive [1,35,4,]. Further studies of teaching effectiveness among school teachers have been done (Newa, 2007; Chandramma, 2013; Kumar & Khadir, 2013 [23,8,18]). Berk (2005) through his study has identified 12 potential sources of evidence of teaching effectiveness which are the most significant dimension to measure teaching effectiveness [9]. Barman & Bhattacharyya (2014) in their study have concluded that there is statistically significant difference between Government-aided and Private-unaided/Self-Financed B.Ed colleges' teacher educators in respect to their level of overall Teaching Effectiveness [4]. A maximum number of effective teachers is found in government schools where open climate exists compared to private schools where closed climate exists. (Babu, & Kumari, 2013 [3]). There is a wide scope for researchers to explore this field. Finally, the critical review of the studies indicates that there is dearth of studies on, wellbeing and on effectiveness of teaching of teacher educators in West Bengal. So, the researcher has sought few gaps to study on this field. Four major gaps are revealed, these are – 1. Status of teaching effectiveness of Teacher educators in teachers' education colleges of West Bengal. 2. Status of well-being of teacher educators in teachers' education colleges of West Bengal. 3. Relationship between the well-being, and teaching effectiveness of Teacher educators in teachers' education colleges of West Bengal. 4. Effects of well-being, of teacher educators on teaching effectiveness in teachers' education colleges of West Bengal. 5. College status wise (govt./govt. aided and self-financed), area wise (urban and rural), Gender wise (male and female) comparison among the teacher educators on the basis of the above mentioned variables. Therefore, what are the relationship, differences of teaching effectiveness of teacher educators in relation to their different categorical variables i.e. gender, location and types of of B.ed colleges and what extent of relationship may be expected with well-being of teacher educators in West Bengal is the major concern for this study.

Objectives of the study:-

- O1:** To find out the differences between the teacher educators of govt. /govt-aided and self-financed B.Ed. colleges in respect to their level of teaching effectiveness and well-being.
- O2:** To find out the differences between the teacher educators of urban and rural area's B.Ed. colleges in respect to their level of teaching effectiveness and well-being.
- O3:** To find out the differences between the male and female teacher educators of B.Ed. colleges in respect to their level of teaching effectiveness and well-being.
- O4:** To delineate the relationship between the teaching effectiveness and well-being, of teacher educators of B.Ed. colleges.

Hypotheses:

- H₀₁** There will be no significant difference between the teaching effectiveness of teacher educators of Govt./Govt. aided and self-financed B.Ed. colleges.
- H₀₂** There will be no significant difference between the well-being of teacher educators of Govt./Govt. aided and self-financed B.Ed. colleges.
- H₀₃** There will be no significant difference between the teaching effectiveness of teacher educators in urban and rural area's B.Ed. colleges.

- H₀₄** There will be no significant difference between the well-being of teacher educators in urban and rural area's B.Ed. colleges.
- H₀₅** There will be no significant difference between the teaching effectiveness of male and female teacher educators of B.Ed. colleges.
- H₀₆** There will be no significant difference between the well-being of male and female teacher educators of B.Ed. colleges.
- H₀₇** There will be no significant relationship between the teaching effectiveness and well-being of teacher educators of B.Ed. colleges.

Methodology of the Study:-

The present study was designed to investigate the teaching effectiveness and well-being of teacher educators based on college status whether govt. /private, gender and college area whether located in urban/rural areas. The present researcher has collected the data from the teacher educators and their colleagues, the students and administrative records etc.

Method of study:-

The present study is descriptive type in nature. The methods of investigation employed in the present study were descriptive survey. The study employs a survey design according to which the survey has been conducted by the present researcher.

Population of the study:

All the teachers who are engaged in teaching the 'student-teachers' in different Govt. aided and Self-Financed B.Ed. Colleges in West Bengal have been treated as target population for the present study.

Sample structure & Sampling Technique:

The investigator has selected the colleges by using purposive sampling method and The Simple Random sampling technique has been applied in selection of the Teacher Educators. The present investigator has taken sample of 344 Teacher educators from different B.Ed. colleges of West Bengal. The sample structure is as follows:

Table 1:- Sample Structure.

	Govt./ Govt. Aided B.Ed. Colleges				Self-Financed B.Ed. Colleges			
	Urban area		Rural area		Urban area		Rural area	
	Male	Female	Male	Female	Male	Female	Male	Female
Gender	41	48	42	36	46	48	47	36
	89		78		94		83	
Total	167				177			
	344							

Major Variables :

1. Well-being as **Independent variable** and
2. Teaching Effectiveness as **Dependent variable**,

Categorical variable:

These are the variables which are distinguished simply by names. Here, in this study categorical variables are

1. College Status (Govt./ Govt. aided and Self-financed Teacher Educators)
2. College Location (Urban and Rural Teacher Educators)
3. Gender of teacher educators (Male and Female Teacher Educators)

Tools used in this study:

For data collection, investigator has used the following tools.

1. Scale for measuring Teaching Effectiveness:
2. Scale for measuring Well-Being:

Description of the Teaching Effectiveness measuring Scales:

Standardized Indore Teaching Assessment Scale developed by Dr. B. K. Passi, Manohar Deshmukh and S. K. Sharma is used for measuring Teaching Effectiveness of Teacher Educators (in terms of Observer's assessment). The tool carries fairly high level of content validity and the inter-observer reliability magnitude is high of this tool. The Scale consists of 20 items with the combination of positive (12) and negative (08) items. There are 5 responses for each item which are, 1. Not at all; 2. To a little extent; 3. To some extent; 4. To a considerable extent; and 5. To a great extent. Here, the level of teaching effectiveness is high when score is above the mean and level of Teaching effectiveness is low when score is below the mean.

Description of the Well-Being measuring Scale:

Standardized General Well-Being Scale developed by Dr. Ripenjeet Kaur for measuring Well-Being of teacher educators (in terms of Self-assessment) has been used in this study. Test - Retest Method of Reliability was used with high consistency. Content validation was done while preparing the preliminary draft of Well-Being Scale. The Scale consists of 35 items with the combination of positive (20) and negative (15) items. The Scale has been constructed on the basis of five important dimensions, namely-Psychological well-being, Mental well-being, Social well-being and Spiritual well-being following Likert's five point scale i.e. Strongly Agree (S.A), Agree (A), Neutral (N), Disagree (D) and Strongly Disagree (S.D). For interpretation of the level of well-being, mean split method has been followed, here in this study level of well-being is high when score is above the mean and level of well-being is low when score is below the mean.

Results and Analysis:-

The present research has been done through the descriptive type survey method. Study on teaching effectiveness of teacher educators in relation to well-being, of different B.Ed. colleges in West Bengal has been conducted through quantitative method. The responses of the sample were tabulated in Excel Worksheet, 2016. and SPSS 25 software was used for data analyses. Descriptive Statistics such as Mean, Standard Deviation and parametric inferential statistics such as The Mann-Whitney U test, & correlation were used to analyze the data for testing the hypotheses. Spearman's correlation coefficient has been computed to provide information whether the independent variables and dependent variables correlate with each other and to measure the degree of relationship among variables. The Mann-Whitney U test -has been computed to determine whether there is a significant mean difference among the variables according to different strata i.e college status, gender, and area wise location of college. After completion of data analysis and interpretation, several points have been noticed. The major findings and finding-based interpretation are as follows:

Table 2:- Ranks of Teaching Effectiveness of Teacher Educators Between Govt. And Self-Financed B.Ed. College.

	College Status	N	Mean Rank	Sum of Ranks
SUMTE	1 (Govt)	167	221.58	37004.00
	2 (self-finance)	177	126.19	22336.00
	Total	344		

Table 3:- Test Statistics of Teaching Effectiveness.

	SUMTE
Mann-Whitney U	6583.000
Wilcoxon W	22336.000
Z	-8.901
Asymp. Sig. (2-tailed)	.000
a. Grouping Variable: College Status	

For H_01 , the results of the Mann-Whitney U test are represented in table no.3, the above test statistics shows that the Mann-Whitney U value = 6583.000, Z value = -8.901, P = 0.000 ($P < 0.05$). Hence, it is significant at 0.05 level and H_01 is rejected. Therefore, it can be said that, there exists a significant difference between the teaching effectiveness of govt./govt. aided and self-financed teacher educators.

Table 4:- Ranks of Well-Being of Teacher Educators Between Govt. And Self-Financed B.Ed. College.

	College Status	N	Mean Rank	Sum of Ranks
WBSUM	1 (Govt)	167	182.13	30415.00

	2 (self-finance)	177	163.42	28925.00
	Total	344		

Table 5:- Test Statistics of Well-Being.

	WBSUM
Mann-Whitney U	13172.000
Wilcoxon W	28925.000
Z	-1.747
Asymp. Sig. (2-tailed)	.081
a. Grouping Variable: College Status	

For H_{02} , the results of the Mann-Whitney U test are represented in table no.5. The above test statistics shows that the Mann-Whitney U value = 13172.000, Z value = -1.747, P = 0.081 ($P > 0.05$). Hence, it is not significant and H_{02} is retained. Therefore, it can be said that, there exists no significant difference between the well-being of Govt./Govt. aided and self-financed teacher educators.

Table 6:- Ranks of Teaching Effectiveness of Teacher Educators Between Urban And Rural Area's B.Ed. College.

	Area	N	Mean Rank	Sum of Ranks
URSUMTE	1(Urban)	183	168.16	30772.50
	2(Rural)	161	177.44	28567.50
	Total	344		

Table 7:- Test Statistics of Teaching Effectiveness.

	URSUMTE
Mann-Whitney U	13936.500
Wilcoxon W	30772.500
Z	-.865
Asymp. Sig. (2-tailed)	.387
a. Grouping Variable: Area	

For H_{03} , the results of the Mann-Whitney U test are represented in table no.7. The above test statistics shows that the Mann-Whitney U value = 13936.500, Z value = -.865, P = .387 ($P > 0.05$). Hence, it is not significant and H_{03} is retained. Therefore, it can be said that, there exists no significant difference between the teaching effectiveness of teacher educators of urban and rural area's B.Ed. colleges.

Table 8:- Ranks of Well-being of Teacher Educators Between Urban and Rural Area's B.Ed. College.

	Area	N	Mean Rank	Sum of Ranks
URSUMWB	1(Urban)	183	165.22	30235.50
	2(Rural)	161	180.77	29104.50
	Total	344		

Table 9:- Test Statistics of Well-being.

	URSUMWB
Mann-Whitney U	13399.500
Wilcoxon W	30235.500
Z	-1.450
Asymp. Sig. (2-tailed)	.147
a. Grouping Variable: Area	

For H_{04} , the results of the Mann-Whitney U test are represented in table no.9. The above test statistics shows that the Mann-Whitney U value = 13399.500, Z value = -1.450, P = .147 ($P > 0.05$). Hence, it is not significant and H_{04} is retained. Therefore, it can be said that, there exists no significant difference between the well-being of urban and rural area's teacher educators of B.Ed colleges.

Table 10:- Ranks of Teaching Effectiveness of Teacher Educators Between Male and Female in B.Ed. College.

	Gender	N	Mean Rank	Sum of Ranks
MFSUMTE	1(Male)	176	183.07	32219.50
	2(Female)	168	161.43	27120.50
	Total	344		

Table 11:- Test Statistics of Teaching Effectiveness.

	MFSUMTE
Mann-Whitney U	12924.500
Wilcoxon W	27120.500
Z	-2.019
Asymp. Sig. (2-tailed)	.043
a. Grouping Variable: Gender	

For H_05 , the results of the Mann-Whitney U test are represented in table no.11. The above test statistics shows that the Mann-Whitney U value = 12924.500, Z value = -2.019, P = 0.043 ($P < 0.05$). Hence, it is significant and H_05 is rejected. Therefore, it can be said that, there exists a significant difference between the teaching effectiveness of male and female teacher educators in B.Ed colleges.

Table 12:- Ranks of Well-Being of Teacher Educators Between Male and Female in B.Ed College.

	Gender	N	Mean Rank	Sum of Ranks
MFSUMWB	1(Male)	176	165.76	29173.00
	2(Female)	168	179.57	30167.00
	Total	344		

Table 13:- Test Statistics of Well-Being.

	MFSUMWB
Mann-Whitney U	13597.000
Wilcoxon W	29173.000
Z	-1.290
Asymp. Sig. (2-tailed)	.197
a. Grouping Variable: Gender	

For H_06 , the results of the Mann-Whitney U test are represented in table no. 13. The above test statistics shows that the Mann-Whitney U value = 13597.000, Z value = -1.290, P = .197 ($P > 0.05$). Hence, it is not significant and H_06 is retained. Therefore, it can be said that, there exists no significant difference between the well-being of male and female teacher educators in B.Ed colleges

Table 14:- Correlations Between Teaching Effectiveness and Well-being.

		SUMTE	WBSUM
Spearman's rho	SUMTE	Correlation Coefficient	1.000
		Sig. (2-tailed)	.018
		N	344
	WBSUM	Correlation Coefficient	.127*
		Sig. (2-tailed)	.018
		N	344
*. Correlation is significant at the 0.05 level (2-tailed).			

For H_07 , the results of the spearson's correlation of coefficient test are represented in table no. 14 show that the correlation co-efficient i.e. 'r' between score of teaching effectiveness and well-being is .127 and p value is .018 ($p < 0.05$) which is significant at the 0.01 level, hence H_07 is rejected. So, it can be said that there is a positive correlation between teaching effectiveness and well-being of the teacher educators of B.Ed college

Discussion:-

The relevant information on teaching effectiveness in relation to the well-being of the sample according to the research objectives and hypotheses is discussed here comparing to the previous literatures. The teaching effectiveness of teacher educators in self-financed B.Ed colleges is found to be comparatively less than the govt.-aided B.Ed colleges. Newa (2007), studied teaching effectiveness and job satisfaction among govt. and private college teachers in Nepal and found the similar result [23]. This result is also supported by a similar kind of study done by Barman and Bhattacharya (2015 [4]), but in their study the sample size was small that is why researcher took a larger number of sample to assess the outcome in present study. No significant study found regarding gender wise comparison among teacher educators in respect to their teaching effectiveness; Vijayalakshmi (2005) studied, teacher effectiveness and job satisfaction of women teachers only [35]. Researcher found that there exists significant difference between the male and female teacher educators of both type of B.Ed. Colleges in respect to their teaching effectiveness. No significant difference found in statistical analysis while comparing the teaching effectiveness of teacher educators as per location of college (urban/rural).

A study found by Kaur (2014) on the well-being of teacher educators with a limited sample and in general, it is found to be satisfactory [17]. Present study also shows that there is no significant difference in the level of well-being of teacher educators in respect to the various categorical variables. A number of study found on well-being which focuses mainly on psychological well-being, occupational or professional well-being done on different kind of samples but no significant study done on teacher educators' all-round well-being in respect to the gender differentials and location of colleges.

Conclusion:-

It should be remembered that the teacher educators occupy a very important place in the entire education system. Actually, teacher educators are the architectures of teachers. They play a vital role in the teacher making process throughout the country. On the other hand, teachers are playing a very important role in making the future citizens of our nation by providing proper education to their students. Therefore, it is very clear that the quality of education as well as the future of our nation largely depends on the quality, well-being, commitment and competency of teacher educators of the nation. That is why much emphasis should be given to the various concerns of teacher educators. To meet the tremendous demands of teacher training programs of the future teachers, a huge number of B.Ed. colleges have been established and are being established year by year throughout the country as well as in the state of West Bengal and most of them are private-unaided or self-financed B.Ed. colleges. They are suffering from so many problems like, lack of infrastructure, inadequate number of teacher-educators, poor quality of teacher-educators, problems of management and so on. Therefore, a big question is arising regarding the quality of teacher training program and the effectiveness of teacher educators working in different types of B.Ed. colleges in West Bengal. Through the present study, it has been proved that relationship between teaching effectiveness and well-being of the teacher educators are positive. While comparing the teaching effectiveness of teacher educators in respect to the gender differentials and location of colleges no significant difference found in statistical analysis. But, while comparing the between teacher educators of Govt- aided and Self-financed B.Ed colleges, it is found that teaching performance of teacher educators from self-financed colleges are comparatively less effective than the Govt.-aided B.Ed colleges' teacher educators. Therefore, if we want to improve and maintain the quality of education, the quality of teacher educators has to be enhanced and ensured at first by appointing good quality teacher educators in different types of B.Ed. colleges especially in the Private-unaided or Self-Financed B.Ed. colleges across the whole state. Teacher educators, being continuous learners and self-evaluators, have the opportunity to improve their well-being and need sincere efforts in that direction. The present study also shows that there is no significant difference in the level of wellbeing of teacher educators in respect to the difference in gender of the teacher educators and the area from which their colleges belong. It can be conclude that well-being can play a significant role in shaping teaching effectiveness of teacher educators as positive effect of well-being on teaching effectiveness has been found.

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