

Attitude of Student Teacher towards Teacher Eligibility Test

Mr. Rajkishore Roul

Assistant Professor, School of Education, North Orissa University, Odisha (India)

ARTICLE DETAILS

Article History

Published Online: 07 August 2018

Keywords

student teacher, teacher eligibility test

Corresponding Author

Email: raj.roul3[at]gmail.com

ABSTRACT

Teacher is the key component by which education taken its place properly. To get good individual into this noble profession the Central and State government setup some Teacher Eligibility Tests throughout the country. The present study focused on both the positive and negative attitude of student teachers towards teacher eligibility test. On the basis of this purpose the study was conducted with 120 students of North Orissa University. Questionnaire was used as a tool for gathering data consists of 36 items. The findings of the study suggest that there is no significant difference between male and female student teachers attitude towards Teacher Eligibility Test further it also found that there is no significant difference between SFC and Regular background student teachers attitude towards Teacher Eligibility Test.

1. Introduction

Education is a vital process of the development, which considered one of the main pillars of a society. It is the foundation of all types of developments in the world. It is an established fact that in the world only those nations have made progress and development which have a sound education system. The central and state government is planning to develop the skill and quality manpower in development like medicine, science, technology and education etc. Education is a process by which people acquire knowledge, skills, values or attitude.

Education is a dynamic force in the life of every individual, influencing his physical, mental, emotional, social and ethical development. Quality teacher education is the need of the hour. Having a B.Ed. degree will no longer be enough to become a school teacher. Candidates have to score minimum 60 percent in the test to qualify for teacher jobs at any private or government school. There is no bar on the number of attempts by an aspiring teacher for obtaining a CTET / STET certificates. Moreover, an aspirant can appear a second time to improve the score. The validity period of CTET qualifying certificate for appointment will be seven years from the date of declaration of its result for all categories. To be eligible to take the CTET or any TET conducted by the states, one has to have a degree or diploma in education (B.Ed. or D.Ed.) or be on the verge of completing a degree in the year of taking a test. This kind of qualifying test can help them improve the quality teacher's right from the recruitment stage. But their perception towards that examination is important before conducting it. Hence, the present study is undertaken to find out their attitude towards TET. A study carried out on Attitude of teachers towards TET, it was found that 59% of pre-service teachers had moderate level of attitude towards teacher eligibility test, 20% of the pre-service teachers had favorable attitude towards teacher eligibility test and remaining 21% of the pre-service teachers had unfavorable attitude towards teacher eligibility test (Geetha, 2016).

Further the NCERT has decided to improve the quality in teacher education by conducting CTET and it recommends to

state governments to conduct the eligibility test at state. The primary aim of CTET and TET are to make quality teacher education and reducing the amount of jobless teacher. This study is used to know the attitude of the student teachers towards TET examination. Murugan and Srinivasan (2014) studied Attitude of private school teachers towards Teacher Eligibility Test, India. The results of the study conclude that the attitude of private school teachers have high TET attitude and the private teachers attitude is not significant with respect to gender, locality. Furthermore there is a significant difference in TET attitude between rural and urban area school teachers.

2. Objectives of the study

1. To find out the significant difference between the overall attitudes of student teacher towards teacher eligibility test (TET).
2. To find out that is any difference between male and female student teachers towards Teacher Eligibility Test (TET).
3. To study whether there exist any difference between Regular and SFC background students towards Teacher Eligibility Test (TET).

3. Hypothesis of the study

1. H_{01} : There is no significant difference between male and female student teachers towards Teacher Eligibility Test (TET).
2. H_{02} : There is no significant difference between SFC and Regular background student teachers towards Teacher Eligibility Test (TET).

4. Design of the study

Taking into consideration the nature of the study the investigator adopted the descriptive survey method for the present study. On the basis of simple random sampling technique, the researcher selected 120 samples, 60 Integrated B.Ed. M.Ed. students from North Orissa University, Baripada and 60 B.Ed. students from Utkalmani Gopabandhu Teacher Training Institution, Baripada. The investigator developed 3 point ATR scale as Agree, Undecided, Disagree. . The

reliability of the tool is 0.65. The validity of the test has been reported on the basis of a factor-analysis of the inter element scores, which gave a pattern of four dimensions.

5. Analysis and Interpretation

After administrating the test the data were collected. The collected data are organized in tabulated form and interpreted systematically. The statistical technique like t test is used.

Table No: - 1

Significance of difference between attitudes of male and female student teachers towards Teacher Eligibility Test (TET)

Group	N	Mean	SD	t – ratio	Level of significance
Male	60	85.41	5.94	0.22	N.S
Female	60	87.75	5.14		

Table value at 0.1 levels– 2.58 and at 0.5 levels 1.96

It is revealed from the Table No 1, that the mean scores of male and female student teachers attitudes towards Teacher Eligibility Test (TET) are 85.41 and 87.75 respectively. The t-ratio come out from above two groups is 0.22, which is not significant at both levels of significance. That means there is no significant difference between male and female student teachers attitude towards TET.

Further, the mean score of female student teacher is higher than the male, it revealed that female student teachers have more positive attitude than their male student teachers.

Thus the hypothesis- 1, “There exist no significant difference between male and female student teachers towards Teacher Eligibility Test (TET) are accepted.

Further, the mean score of male and female student teachers towards (TET)in presented figure – 1

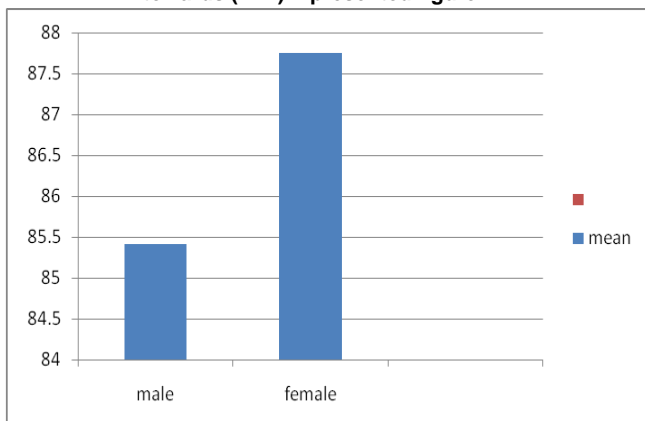


Table No: - 2

Significance of difference between SFC and Regular background student teachers towards Teacher Eligibility Test (TET)

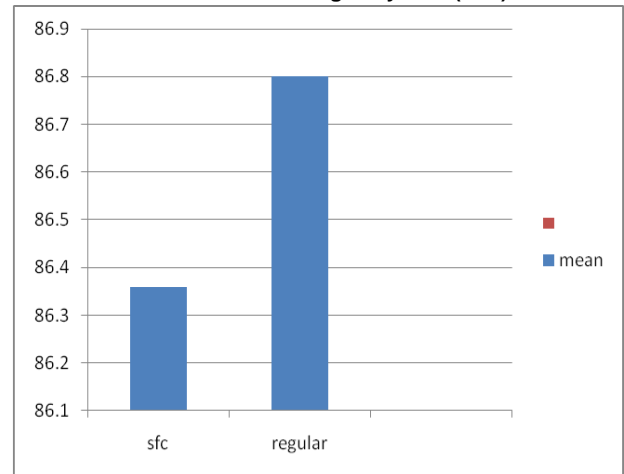
Group	N	Mean	SD	t- ratio	Level of Significant
SFC	60	86.36	6.05	0.67	N.S
Regular	60	86.8	5.34		

The result from the Table No 2, that the mean scores of SFC and Regular background student teachers attitudes

towards Teacher Eligibility Test (TET) are 86.36 and 86.8 respectively. The t- ratio come out from above two groups is 0.67, which is not significant at both level of significant. That means there is no significant difference between SFC and Regular background student teachers attitude towards Teacher Eligibility Test (TET).

Thus the hypothesis- 2, “There exists no significant difference between SFC and Regular background student teachers towards (TET).

Further, it is also presented figure- 2 Mean score of SFC and Regular background student teachers towards Teacher Eligibility Test (TET)



6. Discussion and Conclusion

National Policy on Education (1986) emphasized that “The status of the teacher reflects the socio- cultural ethos of a society; it is said that no people can rise above the level of its teachers. The government and the community should endeavor to create conditions which will help motivate and inspire teachers on constructive and creative lines. Teachers should have the freedom to innovate, to devise appropriate methods of communication and activities relevant to the needs and capabilities to concerns of the community. Teacher education is a continuous process and its pre-service and in – service components are inseparable.” This issue has also been taken very seriously in Twelfth five year plan and attention has been paid to both quantitative and qualitative aspects of teacher education. Teacher Eligibility Test is a step towards maintaining quality of teachers so, that our country may produce better citizens. This would ensure that despite alternate pathways open to become teachers standard of teaching are maintained. From the findings we may say that most of prospective teachers welcomed this initiative and found it very effective in raising standard of education in our country. Positive attitude of teachers towards their profession is highly needed for effective teaching and learning process. A good teacher with proper attitude, behavior and personality traits can motivate, inspire lots from his/her teaching. So, from the present study it can be said that irrespective of gender and types of institute. It is essential develop proper and positive attitude of student teachers towards TET and to contribute in the process of development of individuals, society and Nation as a whole.

TET is an essential qualification for securing a job and this becomes an important component of the professional development of the teachers. It is necessary to ensure that the teacher education programmes should prepare student teachers mentally to further improve their performance standards. In – depth study to understand the point of view of the teachers regarding TET and the qualification of TET is the pre – requisite in their professional development and to make

this happen. Most importantly, lack of studies in this area strive the researcher conduct a research particularly in this area. This unavailability of information regarding the beliefs, perceptions and attitude of the student teachers towards TET is a big gap in the process of encouraging and preparing novice teachers to prepare them for their professional development.

References

1. Geetha, C.(2016).Attitude towards teacher eligibility test. *Golden Research Thoughts*, 5(9), 1-10.
2. Murugan, S. & Srinivasan, P(2004).Attitude of private school teachers towards Teacher Eligibility Test, India. *Journal of Education and vocational Research*, 5 (1), 13-16.
3. Christina, A.D. (2016). Attitude of Test Among B.ed Students Teachers, *International Journal of Research-Granthaalayah*, 4(5), 18-21.
4. Chan Kwok Wai, Student Teachers' Attitudes towards the Curriculum in the College of Education, Hong Kong- CUHK Education Journal, Vol. 11. No. 2, 1983.