

Research Article

Attitude of B.Ed Trainees towards TET Examination and Its Relationship with Attitude towards Teaching Profession And Academic Achievement

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ABSTRACT

The present study focused on attitude of B.Ed. trainees towards TET examination and its relationship with attitude towards teaching profession and academic achievement. The investigator used the Descriptive survey method for the study. The sample consisted of 400 B.Ed. trainees of various B.Ed. institutions in Tamil Nadu especially Chennai and Kanchipuram District. Institutions which are affiliated to TNTEU. Simple random sampling techniques were used for the selection of sample. The investigator adopted the tool namely; attitude towards TET examination, constructed and validated by the investigator, for attitude towards teaching profession the researcher adopted a standardized tool was constructed and standardized by V.V. Katti and C.S. Bannur (1977), for academic achievement researcher collect the B.Ed. trainees half yearly examination marks (first semester marks for autonomous students) are taken into account. The scores are converted to the percentage in order to do statistical calculation. To asses the B.Ed. trainees attitude towards TET examinations, attitude towards teaching profession and academic achievement, the collected data were analysed by applying descriptive and inferential statistical techniques. The major findings of the study revealed there is significant difference between the mean scores of B.Ed. trainees of autonomous and non-autonomous colleges in the attitude towards TET examination.

Keywords: TET examination, teaching profession attitude, academic achievement, teacher education, professional competency, and educational assessment

INTRODUCTION

In accordance with the provisions of sub-section (1) of section 23 of the RTE Act, the National Council for Teacher Education (NCTE) had vide Notification dated 23 August 2010 and 29 July 2011 laid down the minimum qualification for a person to be eligible for appointment as a teacher in classes I to VIII. It had been inter alia provided that one of the essential qualifications for a person to be eligible for appointment as a teacher in any of the schools referred to in clause (n) of section 2 of the RTE Act is that he/she should pass the Teacher Eligibility Test (TET) which will be conducted by the appropriate Government in accordance with the Guidelines framed by the NCTE. The examination is tough with qualification rates of 1% to 14% in the exams held so far. CTET 2014. Approximately 8.26 lac applicants wrote test. The rationale for including the TET as a minimum qualification for a person to be eligible for appointment as a teacher is as under. It would bring national standards and benchmark of teacher quality in the recruitment process.

NEED AND PURPOSE OF THE STUDY

The effectiveness of education depends upon quantity and quality of teachers working in an institution. The quality of teacher's in turn depends upon the quality of training received by them in different training institutions. Thus the study shows that the teacher training programs should not only aim at improving the knowledge and teaching competency of a teacher but also to inculcate in them desirable teacher like qualities. We know the teaching profession is one of the most important art of guiding students through a variety of selected teaching methods and methodologies, it should therefore, attract the brightest minds, finest personality and most committed young people.

Teaching is the process of changing the behaviour and developing desirable skills in learner for his all-round development. The process of teaching to be conducted effectively depends upon effective teachers. In present time, in India perspective there are numerous teachers training institutions. But on the quality parameter, it is need of time that the status of teacher trainees should be studied in the perspective of certain role playing parameters. So presently this research paper is focused on the study of attitude of B.Ed. trainees towards TET examination and its relationship with attitude towards teaching profession and academic achievement.

OBJECTIVES OF THE STUDY

Main focus of this study is to examine the attitude of B.Ed. trainees towards TET examination.. Then it is intended to study the relationship among the attitude towards TET examination, the attitude towards teaching profession and academic achievement of B.Ed. trainees.

1. To find the difference between the various subgroups of the sample in their attitude towards TET examination.
2. To find the difference between the various subgroups of the sample in their attitude towards teaching profession.
3. To find the difference between the various subgroups of the sample in their academic achievement.

HYPOTHESES

H5: There is no significant difference among the mean scores of various subgroups of the sample with respect to the independent variable attitude of B.Ed. trainees towards TET examination.

H6: There is no significant difference among the mean scores of various subgroups of the sample with respect to the dependent variable attitude of B.Ed. trainees towards teaching profession.

H7: There is no significant difference among the mean scores of various subgroups of the sample with respect to the dependent variable academic achievement.

LIMITATIONS

This study is carried out in B.Ed. colleges situated in Chennai and Kanchipuram districts only.

It is concerned only with the variables attitude towards TET exam, attitude towards teaching profession and academic achievement.

It is conducted to the sample size 400 only.

It limited its boundaries by the exam TET- Paper- only.

METHODOLOGY ADOPTED

Descriptive survey method is employed in this study.

STATISTICAL TECHNIQUES USED

In this study, following statistical techniques were used to arrive the result.

Descriptive analysis

Inferential analysis

- t-test
- One way ANOVA

ANALYSIS OF THE DATA

Table-1

Over View Of Mean Scores Of B.Ed Trainees In Attitude Towards TET Examination With Respect To The Sub-groups

S.No.	Background Variables	Sub group	N	Mean	SD	t	Remark
1.	Gender	Male	143	68.13	8.09	0.6	NS
		Female	257	67.67	6.95		
2.	Age	Below 25 years	310	67.81	7.40	0.12	NS
		Above 25 years	90	67.92	7.30		
3	Educational Qualification	Under graduate	272	67.36	7.39	1.82	NS
		Post graduate	128	68.80	7.28		
4.	Status of the Institution	Autonomous	178	69.65	7.74	4.5**	S
		Non-Autonomous	222	66.37	6.73		

From the above table - 1 the mean scores obtained by the B.Ed. trainees of autonomous college performed the highest level in the attitude towards TET examination scale. The students of autonomous college are meritorious and they got into the B.Ed. courses through the single window system which is purely on the basis of merit.

Table-1

**Over View Of Mean Scores Of B.Ed Trainees In Attitude Towards TET Examination
With Respect To The Sub-groups**

S.No.	Background Variables	Sub group	N	F Value	Remark
1	Types of Institution	Government	97	13.18**	S
		Govt. Aided	82		
		Private	221		
2	Types of Institution	Co-Education	280	13.44**	S
		Men only	60		
		Women only	60		
3	Father's Educational Qualification	College level	61	0.1352	NS
		School level	308		
		Illiterate	31		
4	Mother's Educational Qualification	School level	30	1.41	NS
		College level	313		
		Illiterate	59		

The "F" value of the various sub-groups shows that they are significant for not only for government. Government aided and private college but also for co-education, only men's and only women's college. Further, it is not significant with respect to birth order, father's educational qualification and mother's educational qualification.

It is crystal clear that the B.Ed. trainees who are undergoing training in government colleges are definitely have the high attitude on TET Exams rather than government aided and private college B.Ed. trainees. The students hailed from the meritorious background have the attention their future to go through the exams. This makes the large variance in the attitude towards TET exam both in the case of government, government aided and private 8:nd co-education, only men's and only women's college B.Ed. trainees.

FINDINGS

- ❖ There 1s significant difference between the mean scores of B.Ed. trainees of autonomous and non-autonomous colleges in the attitude towards TET examination.

- ❖ The students of autonomous college are meritorious and they got into the B.Ed. course through the single window system which is purely on the basis of merit.

EDUCATIONAL IMPLICATIONS

- ❖ Teaching is the profession to serve the nation. So graduates with very good subject knowledge and teaching interest should be encouraged to opt teaching as the career.
- ❖ Integrated course can be providing to the aspirants in order to enrich the training.
- ❖ As TET is an eligible exam, it should be modified with the criteria of testing the teaching competency in real classroom situation.
- ❖ Model TET exams in university level also can be conducted.
- ❖ In B.Ed. curriculum only the methodology is being taught. So one year duration of the course forms the gap in subjects. It can be avoided by testing the subject knowledge of the trainees.
- ❖ The students should be motivated to aspire in teaching profession from the school stage itself.

CONCLUSION

This study emphasise the importance of the qualifying examinations and the criteria of the teaching profession. What the teacher is is more important than what he teaches. So the characteristics of a teacher leave the impression in the society for the next generations. Such a powerful field should be carried by quality teachers to light the nation. Thus the qualifying exams like TET should be enriched so that the fruitful outcomes takeover the pillars of the teaching field.

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