



## A Study of Effectiveness of Perceptions of Teacher-Trainee towards TET examination

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### **Abstract:**

*Teacher education programme is the most effective and verities of experiences where, teacher education provide them constant feedback to make their specialized advance as well as teacher trainees are also notes their lessons and give them necessary practical endures changes for the finest kind of teacher hood. The role of the teacher trines are most crucial because at this phase they have to learn and to monitors to training of the professional matter of commitment, directly or indirectly among the teacher trainee. From the above related literature it is also noted that the teacher commitment is the best conjecturer of job contentment among school teachers and stay-back is the factor which is most extremely and expressively related to commitment. In the field of the education professional commitment should be the key point, which will be useful to predict about the feature performance of the teacher trainee with situation to teacher education. It is very essential to distinguish the discernments of impending teacher, who are teacher trainee at contemporaneous time and sophisticated about teaching occupation. Hence the present study was under taken to identify the responsible variables and factors regarding the discernment of teacher trainee towards TET examination.*

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**Keywords:** Education, Effectiveness, Examination, Habit, Preparation, Teacher trainee, TET exam

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### **1. Introduction**

There could be a good or bad seed. But a certain environment and tender care is required for even the good seeds to fructify. According to Lilian S. Stephen: Education is in no sense a carbon copy of progressive education. It's chief point of departure lies in the more active role of the teacher, greater emphasis on planned environment, clarification of limits of the child's freedom, and greater concern about the curriculum. There is also more emphasis on the role of materials and the classroom environment than was true in progressive schools. Learning is not just accidental; it is aided and instructed by activities that are carefully chosen in accordance with the teacher's knowledge of children. (Teachers Gide to Open Education, 1973)

According to Bhagavad Gita- "Better for each one is his own law of action (Dharma) even if it be imperfect, than the law of another, even well applied. It is better to perish in one's own law; it is perilous to follow another." According to Plutchach- "The mind is not a vessel to be filled but a

fire to be ignited.” According to Abraham Maslow (Some Educational Implications of Human Psychologies) - “The job of a Psycho-therapist (teacher) is to help a person find out what is in him rather than to reinforce him or shape or teach him into a pre-arranged form, which someone else has decided upon in advance, a priori.

According to Paulo (Pedagogy of the Oppressed) - “Education either function as an investment which is used to facilitate the integration of younger generation into the logic of the present system and bring about conformity to it, or it becomes the “Practice Freedom”, the mean by which men or women deal critically or creatively with reality or discover how to participate in the transformation of world. According to J. B. Watson (Behaviorism)-“Give me a dozen healthy infants, well formed, and my special own world to bring them up in, and I’ll guarantee to take any one at random and drain him to become any type of specialist I might select – doctor, lawyer, merchant and yes, even beggar man and thief, regardless of his talents, penchants, tendencies, abilities, vocations and race of his ancestry.”

The teachers in India constitute one of the third largest service sectors. Teacher education is no longer a training progression but an education line of attack for enabling teachers to teach and apprehension for their welfare. NCTE (1988) has pointed out that teacher education programme shall focal point on competencies and commitment in much greater importance. It calls for bringing out a revolution in teacher preparation strategies. This large work force needs to appropriate training and orientation. Presently, India is having a large number of institutions for teacher education. More than 2,500 elementary teacher education institutions, colleges of teacher education and departments of education are engaged with number of students in teacher training. According to NCERT and university course there are varieties types of learning experience give to the teacher trainee at college level in peer group by teacher educator during the teacher education preparation.

## 2. Objectives of the study

1. The objectives of the present research were:
2. To study the level of perceptions of teacher-trainee towards TET examination.
3. To study the perceptions of teacher-trainee towards TET examination with relation to following background variables:
  - (i) Gender
  - (ii) Academic Qualifications
  - (iii) Habitat
  - (iv) Educational Background

## 3. Hypotheses of the Study

Hypotheses of the present investigation were:

- Ho.1:** There will be no significant difference between mean score of Male Teacher Trainees and Female Teacher Trainees on the TET examination.
- Ho.2:** There will be no significant difference between mean score of Graduate Teacher Trainees and Post Graduate Teacher Trainees on the TET examination.
- Ho.3:** There will be no significant difference between mean score of Urban-Area habitat Teacher Trainees and Rural-Area habitat Teacher Trainees on the TET examination.
- Ho.4:** There will be no significant difference between mean score of Science Teacher Trainees and Non Science education Background Teacher Trainees on the TET examination.

## 4. Variables of the Study

Variables of the present research study were:

**Table 1. Variables of the Study**

Sr. No.	Type of Variables	Variables under the Investigation
1.	Dependent Variable	TET Examination Rating Scale
2.	Moderate Variables	(a) Gender (b) Academic Qualifications (c) Habitat (d) Educational Background

## 5. Operational Definitions of the Terms

### 5.1 TET Examination

TET Examination refers to Test of Teacher Eligibility Test (In this research TET Examination considered as necessity of TET Examination for the teaching Profession.

### 5.2 Teacher Trainees' Perception

Teacher Trainees' perceptions refer to Teacher Trainees' perception of towards TET Examination

### 5.3 Habitat

Habitat as Geographical location refers to the urban and rural location of the Teacher Trainee's residence.

### 5.4 Gender

Gender refers to male and female category of the Teacher Trainees.

### 5.5 Educational Background

Education background refers to Science and Non-Science (Arts and Commerce Stream.

## 6. Delimitations of the Study

The study has been delimited to the Teacher Trainees of Teacher Education, Institutions of Mehsana City, during the year of 2013-2014. The study has been delimited to following dimensions of Need of TET Examination Rating Scale: (a) Gender (b) Academic Qualifications (c) Habitat (d) Education background.

## 7. Research Area

The present research study was conducted taking sample from Teacher education college of The SVSB College of Education from Mehsana City of North Gujarat State region.

## 8. Research Design

The present research was Descriptive Survey under descriptive method of research by its nature.

## 9. Population and Sample of the Study

The population of the study was the Teacher Trainees of Self-finance college of Mehsana City. The sample of 82 teacher trainee, for the study was selected by using purposive random sampling method from The New progressive College of Education of Mehsana City from Gujarat State. Selected sample according to the variables are as follows.

**Table 2. Description of sample**

Habitat		Academic Qualifications		Habitat		Educational Background	
Male	12	Graduate	20	Urban	22	Science	6
Female	28	Post Graduate	20	Rural	18	Non Science	34

### 10. Tools of the Study

To collect the data for the present investigation the investigator had constructed by the investigator named as '*TET Examination Rating Scale*' using five point scale measurements with twenty six items related to commitment and perception of the student towards the teaching profession. TET Examination Awareness was circulated to the eight teacher educator for the validity of the tool. The split-half reliability calculated which was found 0.724, and skewness as well as kurtosis was also calculated, which indicated that the gathered data are near to the non-probability curve. So the calculation and tabulation of the tool can be interpreted for the present study.

### 11. Data Collection

Data for the present research was collected by the investigator.

### 12. Statistical Treatment

For the calculation of the data, the researcher had employed the formulas of Mean, Standard Deviation, and t-value.

### 13. Data Analysis

The sample of 60 Teacher Trainees from grant-in-aid secondary teacher education institutions of Mehsana City of North Gujarat were studied on TET Examination Rating Scale. The tabulation and statistical calculations were made for analysis and interpretations of data. The t-test was employed for the comparison of two groups. The analysis and interpretation of the data have been presented under the following heads:

- 13.1 Effect of Gender on Teacher Trainees' Perceptions towards TET Examination.
- 13.2 Effect of Academic Qualifications on Teacher Trainees' Perceptions towards TET Examination.
- 13.3 Effect of Habitat on Teacher Trainees' Perceptions towards TET Examination.
- 13.4 Effect of Educational Background on Teacher Trainees' Perceptions towards TET Examination.

**Table 3. Showing Mean and S.D. and t-value of Gender, Educational Qualification, Habitat and Education Background on Perceptions towards TET Examination Rating Scale**

	Group	N	Mean	SD	SEd	t Ratio
Ho.1	Male	12	96.055	10.79	3.77	1.86
	Female	28	103.08	11.23		
Ho.2	Graduate	20	92.715	10.38	3.46	2.66
	Post Graduate	20	101.93	11.46		
Ho.3	Urban	22	100.905	11.41	3.54	1.00
	Rural	18	97.36	10.89		
Ho.4	Science	6	117.085	9.08	4.04	3.96
	Non Science	34	101.08	9.31		

#### 13.1 Effect of Gender on Teacher Trainees' Perceptions

It is evident that the obtained means scores of Male Teacher trainees on Total Scores was found to be 96.055 and the obtained S.D. was found to be 10.79 respectively. The obtained means scores of Female Teacher Trainees on Total Scores was found to be 103.08 and the obtained S.D. was found to be 11.23 respectively with 3.77 standard error of mean and obtained t-value (1.86) had not reached the 0.01 level of significance. Hence, this has accepted the Ho.1, which was

stated as *“There will be no significant difference between mean score of Male Teacher Trainees and Female Teacher Trainees on the Perceptions towards TET Examination.*

### ***13.2 Effect of Educational Achievement on Teacher Trainees’ Perceptions***

It is evident that the obtained means scores of Graduate Teacher Trainees on Total Scores was found to be 92.715 and the obtained S.D. was found to be 10.38 respectively. The obtained means scores of Post Graduate Teacher Trainees on Total Scores was found to be 101.93 and the obtained S.D. was found to be 11.46 respectively, with 3.46 standard error of mean and obtained t-value (2.66). Thus, mean score Post Graduate Teacher Trainees on Perceptions towards TET Examination was found to be significantly higher since the obtained t-value had reached the 0.01 level of significance. Hence, this has rejected the Ho.<sub>2</sub>, which states as *“There will be no significant difference between mean score of Graduate Teacher Trainees and Post Graduate Teacher Trainees on the Perceptions towards TET Examination.”*

### ***13.3 Effect of Habitat of trainee on Teacher Trainees’ Perceptions***

It is evident that the obtained means scores of Teacher Trainees of Urban Area on Total Scores was found to be 100.905 and the obtained S.D. was found to be 11.41 respectively. The obtained means scores of Teacher Trainees of Rural Area on Total Scores was found to be 97.36 and the obtained S.D. was found to be 10.89 respectively with 3.54 standard error of mean and obtained t-value (1.00) had not reached the 0.01/0.05 level of significance. Hence, this has accepted the Ho.<sub>3</sub>, which states as *“There will be no significant difference between mean score of Urban-Area habitat Teacher Trainees and Rural-Area habitat Teacher Trainees on the Perceptions towards TET Examination”*

### ***13.4 Effect of Educational Background on Teacher Trainees’ Perceptions towards TET Examination***

It is evident that the obtained means scores of Teacher Trainees of Science trainee on Total Scores was found to be 117.085 and the obtained S.D. was found to be 9.08 respectively. The obtained means scores of Teacher Trainees of Non Science on Total Scores was found to be 101.08 and the obtained S.D. was found to be 3.96 respectively with 4.04 standard error of mean and obtained t-value (4.89) had reached the 0.01 level of significance. Thus the mean score of the Science Teacher Trainee are significantly higher than the mean score of Non Science Teacher trainees. Hence, this has accepted the Ho.<sub>4</sub>, which states as *“There will be no significant difference between mean score of Science Teacher Trainees and Non Science education Background Teacher Trainees on the Perceptions towards TET Examination.”*

## **14. Findings**

From the above research findings of the study are given as under.

(1) The mean scores of Female Teacher Trainees were found to be not significantly higher than the Male Teacher Trainees on Perceptions towards TET Examination. (2) The mean scores of Post Graduate Teacher Trainees were found to be significantly higher than the Graduate Teacher Trainees on Perceptions towards TET Examination. (3) No significant difference was found between the mean scores of Rural Teacher Trainees and Urban Teacher Trainees on Total Scores of the Perceptions towards TET Examination. (4) The mean scores of Science Teacher Trainees were found to be significantly higher than the Non Science Teacher Trainees on Perceptions towards TET Examination.

## **15. Conclusion**

From the above findings it can be concluded that the Post Graduate Teacher Trainees differed in their perceptions regarding perception towards TET Examination than the Graduate Teacher Trainees. They were found to have higher motivation for achievement. No significant difference

was found between the male and female teacher trainees and teacher trainees of Rural Area and teacher trainees. Educational background of science and non-science is also differ and mean score of science stream were found significantly higher than mean score of non-science students. Hence it is necessary to provide necessary healthy academic feedback to graduate teacher trainee and reinforce and promote to them for the feature required profession needs and prepare them for the feature professional competencies for the TET Examination.

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