

A STUDY OF EFFECTIVENESS OF INSIGHT OF TEACHER-TRAINEE TOWARDS TAMILNADU TET EXAMINATION

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ABSTRACT

Effective teachers continue to be in high demand worldwide. The government periodically changes rules and programs to ensure the quality of teacher education programs. Teacher education programs are the most effective and diverse types of experiences, as they provide constant feedback to help them advance in their specialisation. Additionally, teacher trainees take notes on their lessons and receive the necessary practical experiences to become the best teachers possible. The function of the teacher trainees is critical because at this stage, they must learn and oversee the training of the professional topic of commitment, directly or indirectly among the teacher trainee. According to the above-mentioned studies, teacher dedication is the best predictor of work satisfaction among school teachers, and stay-back is the element most strongly and expressively associated with commitment. In the sphere of education, professional dedication should be a major factor in predicting the future performance of the teacher trainee in relation to teacher education. It is critical to identify the discernments of upcoming teachers who are teacher trainees at the same time and knowledgeable about the teaching profession. As a result, the current study sought to investigate the elements and variables that influence teacher trainees' perceptions of the Tamil Nadu TET examination.

KEYWORDS: Education, Effectiveness, Examination, Habit, Insight, Teacher trainee, TN-TET exam

1. INTRODUCTION

The Government of Tamilnadu launched TNTET to improve teaching standards. It was first held in 2011. Teachers who were already working were expected to pass the test within two years. There may be a good or bad seed. However, even the best seeds require a certain climate and careful attention to germinate. According to Lilian S. Stephen, education is in no way a carbon copy of progressive education. Its main point of departure is the teacher's more active participation, a larger emphasis on the planned environment, clarification of the boundaries of the child's independence, and a greater care for the curriculum. There is also a greater emphasis on the role of materials and the classroom environment than existed in progressive schools. Learning is not an accident; it is supported and facilitated by activities.

According to Abraham Maslow (Some Educational Implications of Human Psychologies), "The job of a psychotherapist (teacher) is to help a person discover what is in him rather than to reinforce, shape, or instruct him into a pre-arranged form, which someone else has decided upon in advance, a priori.

"Education either function as an investment that is used to facilitate the integration of the 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 the world.

Teachers in India make up one of the third largest service industries. Teacher education is no more a training development, but rather an educational line of attack aimed at allowing teachers to teach while also ensuring their wellbeing. NCTE (1988) said that teacher education programmes should place a higher emphasis on competences and dedication. It argues for a revolution in teacher preparation practices. This vast workforce requires sufficient training and orientation. Currently, India has a huge variety of institutes for teacher education. More than 3,000 elementary teacher education institutions, colleges of teacher education, and education departments train many students. According to the NCERT and university courses, there are several sorts of learning experiences provided to teacher trainees at the college level in peer groups by teacher educators during their teacher education preparation.

2. OBJECTIVES OF THE STUDY

1. The objectives of the present research were:
2. To study the level of insight of teacher-trainee towards Tamilnadu TET examination.
3. To study the insight of teacher-trainee towards Tamilnadu 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 on the TN-TET examination.

Ho.2: There will be no significant difference between mean score of Graduate Teacher Trainees and Post Graduate Teacher Trainees on the TN-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 TN-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 TN-TET examination.

4. VARIABLES OF THE STUDY

Variables of the present research study were:

Table 1. Variables of the Study

| S. No. | Types of Variables | Variables under the Investigation |
|--------|---------------------|---|
| 1. | Dependent Variables | TNTET Examination Rating Scale |
| 2. | Moderate Variables | (a) Gender (b) Academic Qualification (c) Habitat (d) Educational Background |

5. OPERATIONAL DEFINITIONS OF THE TERMS

1. Tamilnadu TET Examination

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

2. Teacher Trainees' Insight

Teacher Trainees' Insight refer to Teacher Trainees' Insight of towards TN-TET Examination

3. Habitat

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

4. Gender

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

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 Tiruchirppalli City, during the year of 2021-2022. The study has been delimited to following dimensions of Need of TN-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 Jenneys College of Education from Tiruchirappalli City of Tamilnadu 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 Tiruchirappalli City. The sample of 80 teacher trainee, for the study was selected by using purposive random sampling method from The New progressive College of Education of Tiruchirappalli City from Tamilnadu State. Selected sample according to the variables are as follows.

Table 2. Description of sample

| Habitat | | Academic Qualification | | Habitat | | Educational Background | |
|---------|----|------------------------|----|---------|----|------------------------|----|
| Male | 13 | Graduate | 20 | Urban | 22 | Science | 5 |
| Female | 27 | Post Graduate | 20 | Rural | 18 | Non Science | 35 |

10. TOOLS OF THE STUDY

A sample of 60 Teacher Trainees from grant-in-aid secondary teacher education institutes in Tiruchirappalli City, North Tamil Nadu, were evaluated using the "TN-TET Examination Rating Scale". Tabulation and statistical computations were performed to analyse and understand data. The t-test was performed. To collect data for the current inquiry, the investigator created the 'Tamilnadu TET Examination Rating Scale', which is a five-point scale with 26 items connected to the student's dedication and insight into teaching. TN-TET Examination Awareness was distributed to eight teacher educators to assess the tool's validity. 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

A sample of 60 Teacher Trainees from grant-in-aid secondary teacher education institutes in Tiruchirappalli City, North Tamil Nadu, were evaluated using the TN-TET Examination Rating Scale. Tabulation and statistical computations were performed to analyse and understand data. The t-test was used to compare the two groups. The analysis and interpretation of the data have been presented under the following heads:

1. Effect of Gender on Teacher Trainees’ Insight towards TN-TET Examination.
2. Effect of Academic Qualifications on Teacher Trainees’ Insight towards TN-TET Examination.
3. Effect of Habitat on Teacher Trainees’ Insight towards TN-TET Examination.
4. Effect of Educational Background on Teacher Trainees’ Insight towards TN-TET Examination.

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

| | Group | N | Mean | SD | SEd | t Ratio |
|------|---------------|----|---------|-------|------|---------|
| Ho.1 | Male | 13 | 96.055 | 10.79 | 3.77 | 1.86 |
| | Female | 27 | 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 | 5 | 117.085 | 9.08 | 4.04 | 3.96 |
| | Non Science | 35 | 101.08 | 9.31 | - | - |

1. EFFECT OF GENER ON TEACHER TRAINEES’ INSIGHT

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 Insight towards TN-TET Examination.*”

2. EFFECT OF EDUCATIONAL ACHIEVEMENT ON TEACHER TRAINEES' INSIGHT

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 Insight 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 H_0 , which states as *"There will be no significant difference between mean score of Graduate Teacher Trainees and Post Graduate Teacher Trainees on the Insight towards TET Examination."*

3. EFFECT OF HABITAT OF TRAINEE ON TEACHER TRAINEES' INSIGHT

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 H_0 , 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 Insight towards TET Examination"*

4. EFFECT OF EDUCATIONAL BACKGROUND ON TEACHER TRAINEES' INSIGHT TOWARDS TN-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 H_0 , 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 insight towards TN-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 Insight towards TN-TET Examination.
2. The mean scores of Post Graduate Teacher Trainees were found to be significantly higher than the Graduate Teacher Trainees on Insight towards TN-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 Insight towards TN-TET Examination.
4. The mean scores of Science Teacher Trainees were found to be significantly higher than the Non Science Teacher Trainees on Insight towards TN-TET Examination.

15. CONCLUSION

The findings of the current study encourage authorities in the field of teacher education to identify the key aspects that will aid in improving teacher effectiveness. Based on the above findings, it is possible to conclude that Post Graduate Teacher Trainees differed in their attitudes towards TN-TET. Examination for Graduate Teacher Trainees. They were shown to be more motivated to accomplish. There was no significant difference between male and female teacher trainees, or between teacher trainees from rural areas and teacher trainees. The educational backgrounds of science and non-science students differ, and the mean score of science students was found to be significantly higher than the mean score of nonscience students. As a result, it is critical to give graduate teacher trainees with essential healthy academic feedback, reinforce and promote them for the feature

required profession demands, and prepare them for the feature professional competencies for the TN-TET Examination.

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