

TEACHER ELIGIBILITY TEST AS A PREDICTOR OF TEACHING EFFECTIVENESS

Dr. Shally

Assistant Professor

G.H.G. Harparkash College of Education for Women

Sidhwan Khurd, Ludhiana, Punjab

ABSTRACT

All over the world, effective teachers remain in demand. From time-to-time Government change policies and programs to assure the quality of teacher education programs. The mission of these programs is to impart relevant quality training programmes both at pre-service and in-service levels to make teachers knowledgeable, competent, skillful, effective and empowered for the emerging global society. In our country many steps have been taken for the improvement of teacher education and one such step is the introduction of teacher eligibility test.

Keywords: *Teacher education, TET, teaching effectiveness*

INTRODUCTION

TET was introduced by the Government. of India in order to improve standards in teaching. It was held for the first time in 2011. Teachers already working, were supposed to clear the exam within two years.

The implementation of the Right of Children to Free and Compulsory Education (RTE) Act, 2009 required the recruitment of a large number of teachers across the country in a time bound manner. In spite of the enormity of the task, it was desirable to ensure the quality requirement for recruitment of teachers is not diluted at any cost. It was, therefore, necessary to ensure that persons recruited as teachers possess the essential aptitude and ability to meet the challenges of teaching at the elementary and the secondary level.

The national council for teacher education (NCTE) has laid down the minimum qualifications of a teacher in class I to class VIII, Vide its notification dated 23rd August 2010. 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 TET which will be conducted by the appropriate Government.

The rationale for including the TET as a minimum qualification for a person to be eligible for appointment as a teacher is as under:

- a) It would bring National Standards and benchmarks of teacher quality in the recruitment process.
- b) It would induce teacher education institutions and students from these institutions to further improve their performance standards.

- c) It would send a positive signal to all stakeholders that Government. lays special emphasis on teacher quality.

The TET examination is conducted by a suitable professional body designated by the appropriate Govt. for the purpose. The central and state level TET are conducted two times a year.

The words of Dr. Sarvapalli Radha Krishnan “Until and unless we have dedicated and committed teachers who can take teaching as a mission in their lives, we cannot have a good educational system,” indicates that education is impossible without visionary teachers. Education is meaningless without the contribution of dedicated teachers. Teachers play a significant role in identifying the innate potentialities of learners by providing appropriate opportunities to learn. The statistical data provided by the Ministry of Human Resource Development in parliament surprised stakeholders of Central and State boards. The facts revealed that 12 States in the Country could not produce professionally qualified teachers and more than 8.7 lakh teachers have not undergone the necessary training to perform their role. There is a steady decline in rural students’ performance in key areas such as reading comprehension and arithmetic.

Although the enrolment rates remain high and 53 percent of the rural student in class five could not read a text intended for those in class two. The above-mentioned data will certainly raise many questions about the effectiveness and functioning of the teachers. Many steps have been taken by the government time and again for improving and monitoring the quality of teacher education in the country. National Curriculum Framework for Teacher Education (NCFTE), 2009 and Right to Education (RTE) Act (2010) are other major steps taken by Indian Government for this purpose. Under the Right to Education (RTE) Act it is mandatory to pass the Teacher Eligibility Test (TET) to get an appointment in government, government aided and private schools along with necessary professional training. It is assumed that the test would ensure the quality of teachers entering this profession, but the question arises does the teacher eligibility test serve the purpose? Does it contain the necessary components to identify effective teachers? If a teacher who gets 90 marks is identified as a quality teacher, what about a teacher who scores 89? Can a test alone contribute to the quality of teacher education? Is it rational to conclude that teachers alone are responsible for the poor quality of school education? These are a few questions that require answers for the stakeholders of the education system. As the quality of the teachers is being discussed and debated by others the investigator wanted to find out the effectiveness of teachers qualifying Teacher Eligibility Test.

OBJECTIVES

- 1) To compare mean scores of teacher effectiveness of TET-qualified and unqualified teachers.
- 2) To compare mean scores of teacher effectiveness of TET-qualified and unqualified male teachers.
- 3) To compare mean scores of Teacher Effectiveness of TET-qualified and unqualified female teachers.

HYPOTHESES

1. There is no significant difference between the mean scores of teacher effectiveness of TET-qualified and unqualified female teachers.

2. There is no significant difference between the mean scores of teacher effectiveness of TET-qualified and unqualified male teachers.
3. There is no significant difference between the mean scores of teacher effectiveness of TET-qualified and unqualified female teachers.

METHODOLOGY

DESIGN

In the present study, the descriptive survey method was used. 100 teachers have been taken. TET-qualified and unqualified teachers were taken proportionately from various schools of Ludhiana, Moga and Barnala Districts of Punjab state.

SAMPLE

The random sampling technique was used to collect the data. Teachers who have qualified and not qualified TET were chosen and a scale of Teaching effectiveness was administered to them.

TOOL USED

Teacher Effectiveness Scale by Dr. Pramod Kumar and D.N Mutha, 1985

As a measure of Teacher effectiveness, the Hindi version of the Teacher Effectiveness Scale was used in the present study. The present Likert-type scale has been prepared by Pramod Kumar and D.N. Mutha (1985). The scale contains 69 items with five alternative answers “Strongly agree”, “Agree”, “Undecided”, “Disagree” and “Strongly disagree”.

STATISTICAL TECHNIQUES USED

The statistical techniques were employed to give a concise picture of the whole data so that it could be easily comprehended. The data were treated statistically. Mean, S.D., and t-ratio were calculated.

RESULTS

1. Comparison of Mean Scores of Teacher Effectiveness of TET Qualified and Unqualified Teachers

The first objective was to compare the mean scores of Teacher effectiveness of TET-qualified and unqualified teachers. The data were analyzed with the help of a t-test and the results are given in Table 1

Table 1: Showing Mean, S.D., N and t-value of Teacher Effectiveness of TET Qualified and Unqualified Teachers.

GROUPS	MEAN	S.D.	N	t- value
TET Qualified Teachers	302.28	22.737	50	1.94
TET Unqualified Teachers	303.5	22.812	50	

From Table 1, it can be seen that the t-value is 1.94 which is insignificant at the 0.05 level. It reflects that the mean scores of Teacher Effectiveness of TET-qualified and unqualified teachers do not differ significantly. Therefore, the null Hypothesis, that there is no significant difference between mean scores of teacher effectiveness of TET-qualified and unqualified teachers is not rejected. Further, the mean score of teacher effectiveness of TET unqualified teachers is 303.5 which is significantly higher than that of TET qualified teachers whose mean score of teacher effectiveness is 302.28. It may, therefore, be said that TET unqualified teachers were found to have high Teacher Effectiveness than those TET qualified teachers. So, these results compel the stakeholders to think about the quality parameters of teacher eligibility test.

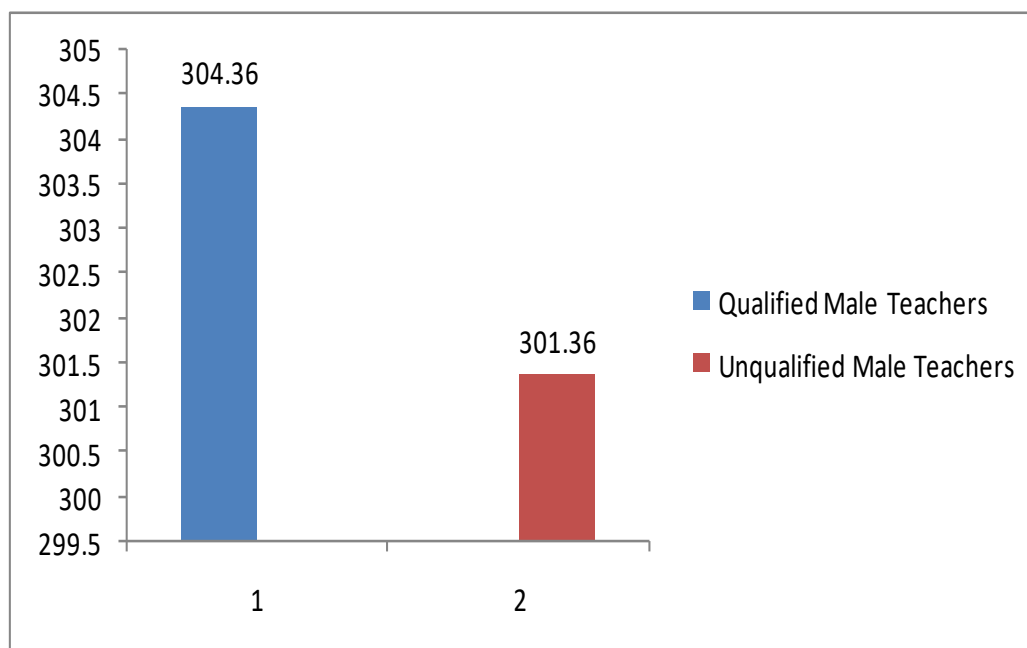
2. Comparison of Mean Scores of Teacher Effectiveness of TET Qualified and Unqualified Female Teachers

The second objective was to compare the mean scores of Teacher Effectiveness of TET-qualified and unqualified female teachers. The data were analyzed with the help of a t-test and the results are given in table 2.

Table 2 Showing Mean, S.D., N and t- value of Teacher Effectiveness of TET Qualified and Unqualified Female Teachers

GROUPS	MEAN	S.D.	N	t-value	REMARK
TET Qualified Females	304.36	22.308	25	2.29	P<0.05
TET Unqualified Females	301.36	24.2674	25		

Figure 1 Bar Graph Showing Mean Scores of TET Qualified and Unqualified Female Teachers



From table as well as figure it can be seen that the t-value is 2.29. Which is significant at 0.05 level. It indicates that the mean scores of Teacher Effectiveness of TET-qualified and unqualified female teachers differ significantly.

Therefore, the null hypothesis that there is no significant difference between mean scores of teacher effectiveness of TET-qualified and unqualified female teachers is rejected. Further, the mean scores of Teacher Effectiveness of TET-qualified female teachers is 304.36, which is significantly higher than that of TET-unqualified female teachers whose mean scores of Teacher Effectiveness is 301.36. It may therefore be said that TET-qualified female teachers have high Teacher Effectiveness than those of TET-unqualified female teachers.

3. Comparison of Mean Scores of Teacher Effectiveness of TET Qualified and Unqualified Male Teachers

The third objective was to compare the mean scores of Teacher effectiveness of TET-qualified and unqualified male teachers. The data were analyzed with the help of t-test and the results are given in Table 3.

Table 3 :Showing Mean, S.D., N and t-value of Teacher Effectiveness of TET Qualified and Unqualified Male Teachers.

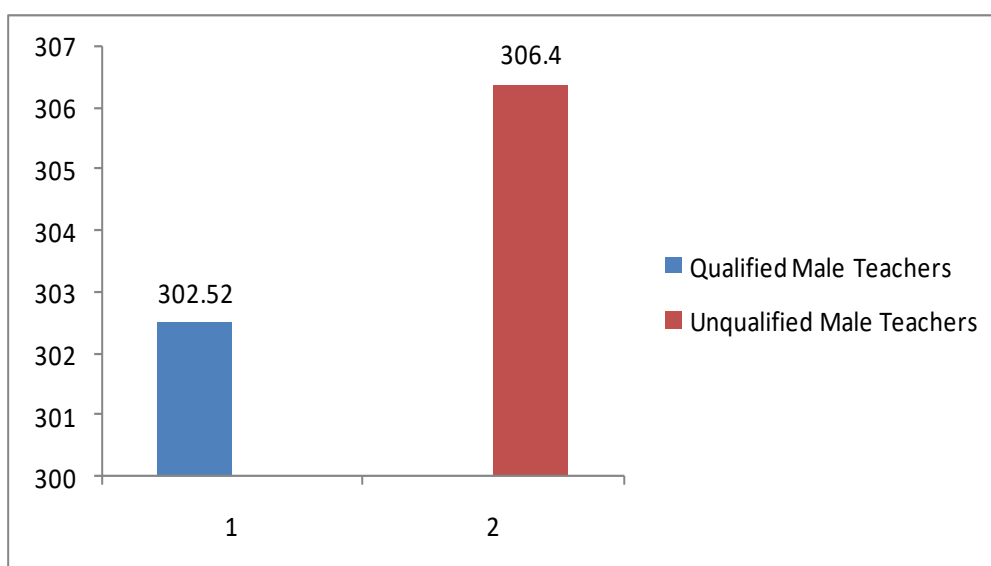
GROUPS	MEAN	S.D.	N	t-value	Remark

TET Qualified Males	302.52	23.562	25	2.55	P<0.05
TET Unqualified Males	306.4	25.208	25		

*Significant at 0.05 level of significance

Figure 2

Bar Graph Showing Means Scores of TET Qualified and Unqualified Male Teachers



From table 3 as well as figure 2, it can be seen that the t-value is 2.55 which is significant at 0.05 level. It reflects that the mean scores of teacher effectiveness of TET qualified and unqualified male teachers differ significantly. Therefore, the null hypothesis that there is no significant difference between mean scores of Teacher Effectiveness of TET qualified and unqualified male teacher is rejected. Further the mean score of teacher effectiveness of TET unqualified male teachers is 306.4 which is significantly higher than that of TET qualified male teachers whose mean score of teacher effectiveness is 302.52. It may, therefore, be said that TET unqualified male teachers were found to have high Teachers Effectiveness than TET qualified teachers.

CONCLUSION

The results of the present study assert the authorities in the field of teachers’ education to find out the contributing factors which will help in enhancing Teacher Effectiveness. The findings of the study guide the

administrators to develop programs for making teachers effective as the TET test is not a true indicator of effectiveness as per the findings.

REFERENCES

1. Kaur, Rippandeep (2007). Impact of Teaching Practice on Teaching Competence and Teacher Effectiveness. Unpublished M. Ed Dissertation.
2. Kaur, Satvidnerpal (2007). Teacher Effectiveness in Relation to Value Dimensions Among Secondary School Teachers. Unpublished M.Ed Dissertation.
3. Kaur, Manminder (2011). Teacher Effectiveness in Relation to Punctuality of Secondary School Teachers. The Sadbhavna Research Journal of Human Development, 1 (2)
4. Kaur, Ravinder Kaur Sarabjit and Kaur, Harjeet (2013). Teacher Effectiveness among Secondary School Women Teachers in Punjab. Parview- A quality Research Journal, 2 (1).
5. Kalia, Ashok and Sharma, Sushila (2014). Teachers Effectiveness in Relation to Job Satisfaction of Secondary School Teachers. Journal of Educational and Psychological Research, 4 (2)
6. Lalitha, M.S. (2006). Emerging Trends in Teacher Education. Journal of All India Association for Educational Research, 18 (1,2)
7. Manoharan, V. and Sundaram, M, (2003). Certain School Variable as Related to Classroom Climate and Teacher's Teaching Effectiveness as Perceived by Higher Secondary Students, Journal of educational Research and Extension, 40 (1).
8. Prasadaiah (2013). Teacher Effectiveness of Primary School Teachers and their Attitude towards Teaching in Kurnool District. Journal of Educational Technology and Research, II (I).
9. Panda, Pratap (2012). Role- Stress in Relation to Teacher Effectiveness Among Elementary School Teachers in Odessa. Journal of Educational Technology and Research, I (II).
10. Rani, Pooja and Phor, Rajesh (2012). Teacher Effectiveness in Relation to Self Confidence and Mental Health among Female Teachers. Recent research in education and psychology, 17 (III, IV)
11. Singh, Balwant and Kaur, Manpreet (2011). Teacher Effectiveness in Relation to Occupational Strees. The Sadbhavna research journal of Human Development, 1 (2).
12. Sood, Sangeeta (2013).Teacher Effectiveness in Relation to Self-Confidence Among Female Teachers. Parview- A research journal, 1 (1).
13. Vijaylakshmi, G (2002). Factors Affecting Teacher-Effectiveness. Edu Tracks,1 (5).
14. Verma, Indrani and Singh, Babita (2013). Effect of Stress Management on Teacher Effectiveness of Primary Teachers. Educare -A peer-reviewed journal. 1 (1).

15. Yadav, Rekha (2013). A study of Teacher Effectiveness in Relation to Commitment of Primary School Teachers. Research's Tandom, 04 (16).