

## Attitude towards Kerala Teacher Eligibility Test of Prospective Teachers of Kerala

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### Abstract

K-TET , the Kerala Teacher Eligibility Test is a newly introduced eligibility test which has been made mandatory for appointment of school teachers in Kerala. Hence K-TET has a significant role. The one who are going to get benefited out of this examination is prospective teachers. In this paper an attempt is made to find the attitude towards Kerala Teacher Eligibility Test of prospective teachers of Kerala on the basis of statistical analysis of primary data. A total of 540 prospective teachers from different type of institutions ( aided, unaided, government) and different optional subjects ( language, natural science, physical science, social studies, mathematics) constituted the sample for the study. They were selected from Palakkad, Thrissur, Kozhikkode districts of Kerala. 'Scale of Attitude towards K-TET' was used to find the attitude towards K-TET of prospective teachers. Test of significance of difference between means and one way ANOVA was used to find out significance of study. Results reveal that the Attitude towards K-TET is average for the whole sample. There exists significant difference in Attitude towards K-TET of prospective teachers based on type of institution and there exist no significant difference in attitude towards K-TET based on gender and optional subject.

### INTRODUCTION

Teaching has a great role in shaping a perfect individual. The role of a teacher in society is both significant and valuable. Students are deeply affected by the teachers love, affection, character, competence and moral commitment. A popular teacher becomes a model for the students.

The importance of a teacher as an architect of the future generations demands that only the best and most intelligent and competent members of intelligentsia be allowed to qualify for this noble profession. Teachers are required in large numbers to serve the country by teaching systematically the students. However government has made recruitment methods due to the requirement of high quality teachers. There are different kinds of eligibility tests to ensure teacher quality; NET for college teachers, SET for higher secondary teachers and TET for school teachers.

### NEED AND SIGNIFICANCE OF THE STUDY

A teacher's commitment, concern and devotion really count a lot in making him efficient and help in enhancing the effective educative process. For that fully eligible, qualified, dedicated and active teachers are needed. There arises the importance of Kerala Teacher Eligibility Test. K-TET will help to select more qualified and eligible candidates as school teachers and to lifting up the educational structure in Kerala. Having a B.Ed degree will no longer be enough to become a school teacher. Aspirants will now have to

clear an eligibility test with atleast 60% to be able to teach at any private or government schools. K-TET set to be mandatory for aspirants to be able to teach in schools.

Passing of K-TET has been made mandatory for appointment of all school teachers within the state of Kerala. The provisions became applicable from the year 2012-13. This is worth noticeable that these rules have been made to implement the provisions of the right of children to free and compulsory education in Right To Education Act 2012. The K-TET is conducted by the academic authority appointed in this regard. The academic authority appointed for this purpose is state council for educational research and training (SCERT, Thiruvananthapuram).

The Government of kerala made it compulsory to pass Kerala Teacher Eligibility Test for all teachers who are working in various schools within the state. The teaching staff both new and existing should now appear for the K-TET which will be conducted by the SCERT Kerala. But it is put on hold for the existing teachers of government schools across Kerala as a result of the protest from various teacher's organizations. The order has been issued in this regard with the suggestion from the National Council for Teacher Education (NCTE) to implement the children's right to compulsory and free education.

In accordance with the provisions of subsection (1) of section 23 of the RTE Act, the NCTE had wide notification dated: 23<sup>rd</sup> August 2010 laid down the minimum qualifications for a person to be eligible for appointment as a teacher in classes 1-8. It had been mentioned 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 or she should pass the TET which will be conducted by the appropriate government in accordance with the guidelines framed by NCTE.

The significance of K-TET is quite visible here. So becoming a teacher is not an easy task anymore. As B.Ed trainees are the prospective teachers, this examination surely assess their quality and skill. The one who are going to get benefited out of this examination are the prospective teachers. But each candidate may have different Attitude towards K-TET. Some may think that this examination is a must as it measures the quality and skill of them. But on the other hand some may think that there is no relevance of such examination as even in the absence of such tests, many skilled and able teachers were available in the past. So the investigators think that at this context it is very essential to assess the attitude of prospective teachers towards the K-TET. Since this test is a newly implemented one, probably no one has conducted such a study and it was a good initiative from the part of investigators to take the challenge to know the Attitude of prospective teachers towards the test.

## OBJECTIVES

1. To find out the level of Attitude towards Kerala Teacher Eligibility Test of prospective teachers.
2. To find whether there is any significant difference in the Attitude towards Kerala Teacher Eligibility Test of prospective teachers for the subsamples classified on the basis of
  - a) Gender
  - b) Type of institution
  - c) Optional subject

## HYPOTHESES

1. Prospective teachers have varying levels of Attitude towards Kerala Teacher Eligibility Test.
2. There exist significant difference in the Attitude towards Kerala Teacher Eligibility Test of prospective teachers for the subsamples classified on the basis of
  - a) Gender
  - b) Type of institution
  - c) Optional subject

## METHODOLOGY

### **Method**

Survey method was used for collecting data for the present study

### **Sample**

Study was conducted on a stratified random sample of size of 540 prospective teachers of Kerala.

### **Tool**

'Scale of Attitude towards K-TET' was used to find the Attitude towards K-TET of prospective teachers.

### **Statistical Techniques**

Preliminary Analysis

Percentage Analysis

Major Analysis

- Test of significance of difference between means
- One way ANOVA

## MAJOR FINDINGS OF THE STUDY

The analysis of the study led the investigators to the following findings

When the levels of Attitude towards Kerala Teacher Eligibility Test of prospective teachers were calculated for the total sample, the percentage of prospective teachers obtained for the high, average and low level was found to be 14.81, 73.50, and 11.66 respectively. The results show that most of the prospective teachers have average Attitude towards K-TET.

**TABLE 1**  
**Number and percentage of prospective teachers in different Attitude level for the whole sample**

Group	Attitude towards K-TET	
	N	Percentage
High Attitude	80	14.81
Average Attitude	397	73.50
Low Attitude	63	11.66

When the difference between means of Attitude towards K-TET of prospective teachers were tested for significance on the basis of gender, type of institution, optional subjects the following findings were observed.

**TABLE 2.1**

**Data and results of test of significance of mean difference in scores of attitude towards K-TET of male and female prospective teachers**

Sl no	Variable	Sample	N	Mean	Standard deviation	T value
1	Attitude towards K-TET	Male	45	181.267	22.797	0.402
		Female	495	179.994	20.084	

When the Attitude towards K-TET of male and female prospective teachers were compared, the 't' value obtained is 0.402. Since this 't' value is less than the table value even at 0.05 level of significance, mean difference was found to be not significant.

When the Attitude towards K-TET of prospective teachers of different types of institution are compared using Scheffe's test, it was found that the mean difference was significant in all cases. The significant mean differences are given below

Mean difference between Attitude of prospective teachers of government and aided colleges=9.356\*

Mean difference between Attitude of prospective teachers of government and unaided colleges=8.506\*

Mean difference between Attitude of prospective teachers of aided and unaided colleges=17.861\*

**TABLE 2.2****Results of Scheffe's test of multiple comparisons of different type of institutions for the variable 'Attitude towards K-TET'**

(i)type of institution	(j)type of institution	Mean difference (i-j)	Standard error
Government	Aided	9.356*	2.001
Government	Unaided	8.506*	2.001
Aided	Unaided	17.861*	2.001

\*the mean difference is significant at the .05 level

When the Attitude towards K-TET of prospective teachers of different optional subjects are compared using Scheffe's test, it was found that the mean difference was found to be significant only in the case of two subjects among six optional subjects. It is significant only between Natural science and social studies and between Commerce and social studies at 0.05 level. All other optional subjects comparison revealed that they are not significant even at 0,05 level. The significant mean differences are given below.

Mean difference between Natural science and Social studies=9.820\*

Mean difference between Commerce and Social studies=13.715\*

**TABLE 2.3****Results of Scheffe's test of multiple comparisons of different optional subjects for the variable 'Attitude towards K-TET'**

Sl no	(i)optional subject	(j)optional subject	Mean difference	Standard error
1	Language	Natural science	4.390	2.826
		Physical science	1.180	2.826
		Social studies	5.430	2.826
		Mathematics	3.400	2.826
		Commerce	8.285	3.739
2	Natural science	Physical science	3.210	2.826
		Social studies	9.820*	2.826
		Mathematics	7.790	2.826
		Commerce	3.895	3.739
3	Physical science	Social studies	6.610	2.826
		Mathematics	4.580	2.826
		Commerce	7.105	3.739
4	Social studies	Mathematics	2.030	2.826
		Commerce	13.715*	3.739
5	Mathematics	Commerce	11.685	3.739

\*the mean difference is significant at the .05 level.

## TENABILITY OF THE HYPOTHESES

**1. HYPOTHESIS 1** states that “Prospective teachers have varying levels of Attitude towards Kerala Teacher Eligibility Test.”

This hypothesis was tested using percentage analysis.

It was found that, for the whole sample of prospective teachers Attitude towards K-TET is average. Thus the result pointed that there exist different levels of Attitude towards K-TET among prospective teachers.

Therefore the first hypothesis is fully substantiated.

**HYPOTHESIS 2** states that “There exist significant difference in the Attitude towards Kerala Teacher Eligibility Test of prospective teachers for the subsamples classified on the basis of

- a) Gender
- b) Type of Institution
- c) Optional Subject ”

This hypothesis was tested using the test of significance of difference between means and one way ANOVA.

Results indicate that there exists significant difference in the Attitude towards K-TET of prospective teachers based on type of institution.

There exist no significant difference in the Attitude of prospective teachers towards K-TET based on gender and optional subject.

Therefore the second hypothesis is partially substantiated.

## CONCLUSION AND EDUCATIONAL IMPLICATIONS

It is evident from the above finding that the prospective teachers have varying levels of Attitude towards K-TET. But most of them have average attitude towards K-TET. It was found that there is no significant difference in the mean scores of Attitude towards K-TET in the basis of gender and optional subject for prospective teachers. But there exists significant difference in the Attitude of prospective teachers towards K-TET for the subsample classified on the basis of type of institution.

Kerala Teacher Eligibility Test is a newly introduced eligibility test for teachers. Prospective teachers are going to get the benefit out of K-TET. Hence it is very much important to understand the Attitude of future teachers towards K-TET. Then only the relevance of such an examination can be determined. Based on the outcome of the study, Attitude towards K-TET of prospective teachers can be understood.

- The study helps to understand how beneficial K-TET examination to the prospective teachers. The study reveals that introduction of K-TET can improve the quality of educational system. The study helps to understand that K-TET can improve the standards of training colleges and the students studying there. Thus this examination plays a major

role in developing the quality of teaching. It will increase the chances of getting them a bright career.

- The study reveals that prospective teachers have varying levels of Attitude towards K-TET. Among them most prospective teachers have average attitude towards this examination. So, by implementing effective awareness programmes the Attitude towards K-TET can be enhanced. If the Attitude towards K-TET increases, attitude towards similar kinds of examinations like entrance examinations, P.SC examinations, other competitive examinations will also increase. It will definitely help the students to show their talents and improve their career.
- The study found that the syllabus of K-TET should change to a teaching aptitude oriented one. The study mentioned that the standard of K-TET Question Paper should be according to the syllabus of teacher education courses. If so, more number of candidates might get attracted towards this examination. An expert committee can be formed to study all the dimensions of K-TET and thus it can be improved to a research oriented one. By doing so, K-TET will be a much better examination.
- The study points out the need of minimizing the anomalies while conducting K-TET. If the delays in the administration of the examination along with the issues regarding timing avoided, K-TET become more effective. While collecting the data, the investigator came to know from various prospective teachers and teacher educators that some changes have to be implemented in the administration of K-TET. Considering the suggestions and opinions put forward by the teacher educators can add more relevance to K-TET.

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