

“ATTITUDE OF TET TEACHERS TOWARDS D. EL. ED. PROGRAM”

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ABSTRACT

Lack of trained teachers in primary schools in the North Eastern States of India is quite alarming. The initiative undertaken by Assam State Government in this respect in the form of recruiting primary or upper primary school teachers after appearing Teachers Eligibility Test (TET) in recent years is worth mentioning. The recruited teachers are offered training such as Diploma in Elementary Education (D.El.Ed.) is a bold step undertaken by Sarva Siksha Abhiyaan in collaboration with Krishna Kanta Handiqui State Open University. An attempt is made to study the reaction of TET qualified teachers towards the working environment and in-service training undergone for a period of two years through distance mode. The sample consisted of 62 numbers of teachers from Darrang District and 50 numbers of teachers from Nagaon District who are in service in different Blocks in these two districts. The result shows that the teachers working in schools are satisfied with the working condition of the school and they have adjusted themselves to the school environment. Due to lack of modern teaching materials the teachers do face certain problems in the instructional process. According to the teachers, the books prescribed for different classes are both of easy and difficult type. Expectations of the majority of them found to become an action oriented teacher. In respect to the D. El. Ed. course, the study observed that they understood the need and importance of such program. Further, it is quite clear that, the attitude of teachers towards the D. El. Ed. the program existed at the beginning has changed compared at the end of the program. This change is noticed among the teachers which suggest that the training program is well perceived by the teachers. Working environment does matter the attitude of the teachers.

KEYWORDS: *Education, Primary Schools, Trained Teachers, Working Environment*

INTRODUCTION

The educational process involves several support systems which has acquired important supporting devices and much attention in recent years. Curricular, co-curricular and occupational areas have tremendously expanded during the past three decades. It is becoming extremely difficult for educationists to prepare children for education, for occupation and for life in this rapidly changing world. Quality, competency, and commitment of the teachers are the most significant factors, which influence the quality of education. The importance of the quality of teachers in improving the quality of education is a matter of great concern and quality improvement of our teacher education program right from primary level is an indispensable need of the hour. Since attitude towards teaching plays a significant role in predicting the teaching competence of the prospective teachers, our teacher education program focuses on the development of positive attitude towards teaching among the student teachers (Parmar, et. al. 2008). The quality and efficiency of education and its contribution to national development largely depends on the quality and competence of teachers and on the other hand the

the quality of teachers rests on quality of teacher education obtained. No innovation or change can be implemented without teachers' awareness, involvement, and commitment (NCTE, 1998 p.65).

In the North Eastern States of India continuous effort is carried out for imparting adequate quality training of teachers. Lack of trained teachers in primary schools of this region is quite alarming. There is the existence of single teacher schools at a number of remote places. The schools have an important role to facilitate better academic performance, adjustment and career development among students so as to provide quality education to students. As a whole, the students of North-East India lack the facilities to develop their full potential. The life is getting difficult day by day and there are a lot of problems faced by individuals especially the students. At times our society set up is not conducive for students to develop their personality to the maximum due to rapid change in the society and various pressures that affect them adversely. They are not able to cope up with these pressures themselves alone.

The quality of primary schools has to be improved by the teachers. For example, the initiative undertaken by Assam State Government in this respect in the form of recruiting primary or upper primary school teachers after appearing Teachers Eligibility Test (TET) in recent years is worth mentioning. The recruited teachers are offered training such as Diploma in Elementary Education (D. El. Ed.) is a bold step undertaken by Sarva Siksha Abhiyaan in collaboration with Krishna Kanta Handiqui State Open University.

At the elementary level, there is a considerable dearth of trained teachers in the state of Assam. State Government of Assam launched a drive to recruit a large number of elementary school teachers by conducting TET. After recruitment, they are appointed to respective primary/upper primary schools located at different places throughout the state. These fresh school teachers are appointed on the condition that they need to complete D. El. Ed. course within two years' time. Department of Elementary Education, Government of Assam and SSA particularly authorized to list out the recruited teacher candidates belonging to different districts and Blocks and these lists are sent to the pre-determined colleges throughout the state so as to receive teachers training for two years period. KKHSOU is entrusted to conduct the D. El. Ed. course through its study centers located at various parts of Assam. The listed candidates need to report their respective study centers and they are offered in-service training for two years period in distance mode leading to D. El. Ed. The candidates attend classes only on Sundays. The course commences with an induction program/Workshop for 12 days period. During this period they are acquainted with various topics related to teacher education program particularly based on activities. On completion, the trainees need to attend Counselling sessions. Study materials are distributed to the trainees before the start of counseling sessions. Within 12 numbers of Sundays contact program, the session gets completed. During the session, rigorous training is imparted comprising of lectures, demonstrations, activities, seminars, diary writing, teaching practice in schools, preparation of lesson plan, power presentation application, etc. On completion of certain assignments to be carried out during the normal working days in school, they need to appear the university exam. Assessment is based on both internal as well as external.

An attempt is made to study the reaction of TET qualified teachers towards the working environment and in-service training undergone for a period of two years through distance mode.

OBJECTIVES OF THE STUDY

- To find out the reaction of TET teachers towards the schools
- To assess the attitude of TET teachers towards the D. El. Ed. program

HYPOTHESES

Following are the hypotheses formulated for the present study:

There is no significant difference in attitude among:

- The teachers of Darrang district towards D. El. Ed. program
- The teachers of Nagaon district towards D. El. Ed. program
- The teachers towards D. El. Ed. program

Delimitation of the study

The present study is confined to the primary/upper primary school TET teachers from different blocks of Darrang and Nagaon Districts of Assam.

Methodology of the Study

Research Design

The study is descriptive in nature.

Population of the Study

The population of the present study comprised of 172 numbers of primary/upper primary school TET qualified teachers from Darrang and Nagaon Districts of Assam.

Sample of the Study

In the present study, 62 numbers of teachers from Darrang District and 50 number of teachers from Nagaon District who are in service in different Blocks in these two districts formed the sample as shown in table 1.

Table 1: Sample of the Study

Sl. No.	District	Number of Teachers		
		Male	Female	Total
1	Darrang	22	40	62
2	Nagaon	20	30	50
Total		42	70	112

Tools Used for Data Collection

The tools comprised of

Opinion Questionnaire (10 number of items) and

Attitude Scale (25 number of Statements)

Construction of Scale

The try out scale consisted of 51 items. For the pilot study, the scale was administered to 40 numbers of teachers undergoing D. El. Ed. Program. Obtained data are processed for item analysis purpose. The collected data were scored according to the responses given by the teachers. The individual scores for the entire items were found out and they were arranged in the manner of highest to the lowest score. After arranging in the descending 25% of the sample constituting the high scores and the bottom 25% constituting the low scores are pooled. Each group consisted of 13 samples. 't' value for each item being calculated. The final draft form consisted of 25 numbers of items. The scale was further validated and reliability was obtained. Applying split half method on the scores obtained from 20 numbers of teachers the reliability coefficient happened to be 0.922.

Procedure of Data Analysis

At the first instance, final scores are obtained from 112 numbers of sample teachers at the beginning of the D.El.Ed. course and again a second set of scores obtained from the same number of teachers at the end of the course. These two sets of scores are analyzed using suitable statistical methods. An opinion of sample teachers is obtained during the Counselling session period.

ANALYSIS AND INTERPRETATION

Opinion of TET Teachers towards Their Schools

Responses obtained from a total of 112 respondents their opinion is analyzed on different aspects. Around 78% of the respondents stated that they are more or less satisfied with the school where they are working as represented in table 2. Further, most (72%) of the respondents opined that their schools are very far from the main center of the place.

Table 2: With Respect to School and Its Location

Aspects	Options	Number of Respondents			
		Darrang	Nagaon	Total	
With regard to school	Very beautiful	3	2	5	4.46 %
	Nice	24	16	40	35.72%
	Somewhat ok	25	17	42	37.5%
	Not to my expectations	14	11	25	22.32%
Location of school	Main centre	2	1	3	2.68%
	Near main centre	10	5	15	13.39%
	Very far from main centre	50	31	81	72.32%
	Near but road condition is horrible	8	5	13	11.61%

As per the response of the respondents, it reveals that the environment of the school happens to be both noisy and calm at times (as responded by nearly 67%) as depicted in Table 3.

Table 3: With Respect to Environment of School

Aspects	Options	Number of Respondents			
		Darrang	Nagaon	Total	
Environment of school	Very calm & quiet	21	6	27	24.11 %
	Noisy	3	4	7	6.25%
	Sometimes Noisy & Sometimes Calm	56	19	75	66.96%
	Charming & Pleasant	2	1	3	2.68%

A majority (79%) of the respondents expressed that there are lack of materials in the school as is evident from Table 4. The condition of the classroom is nice though the schools are of Assam type house according to 77% of the respondents.

Table 4: With Respect to Facilities Available in Schools

Aspects	Options	Number of Respondents			
		Darrang	Nagaon	Total	
Materials available in school	Sufficient	16	5	21	18.75%
	Insufficient	37	18	55	49.11%
	Very less	19	14	33	29.46%
	Not available	2	1	3	2.68%
Condition of the Classroom	Well ventilated & lighted	11	4	15	13.40%
	Assam type house	61	25	86	76.78%
	Walls are not in good condition	5	3	8	7.14%
	Bamboo house	2	1	3	2.68%

The books prescribed for the primary schools happen to be both easy and difficult as responded by more than 58%. With respect to the syllabus followed in the schools reveals that the course is vast as expressed by around 85 % of the respondents (vide Table 5).

Table 5: Opinion of Teacher Respondents towards Books and Syllabus

Aspects	Options	Number of Respondents			
		Darrang	Nagaon	Total	
With respect to the books of the pupils	Suitable for the pupils	11	5	16	14.29%
	Difficult for pupils	14	11	25	22.32%
	Very easy	0	0	0	0%
	Some lessons are easy some are difficult	41	22	71	63.39%
In regard to syllabus	Well framed	15	12	27	24.11%
	Vast course	45	33	78	69.64%
	Too much activity based	0	0	0	0%
	Very less colourful pictures	4	3	7	6.25%

Expectations of around 70% of the respondents’ from D. El. Ed. the program is to become an action oriented teacher and for another 24% is to gain knowledge about teaching-learning process as illustrated in Table 6.

Table 6: Expectations of Teacher Respondents from the D. El. Ed. Program

Aspects	Options	Number of Respondents			
		Darrang	Nagaon	Total	
Expectations from the D.El.Ed. Program	To gain knowledge about teaching learning process	21	6	27	24.11 %
	To become skilful teacher	3	4	7	6.25%
	To become action oriented teacher	56	19	75	66.96%
	To acquire knowledge about controlling school curriculum	2	1	3	2.68%

The opinion of teacher respondents with respect to the D. El. Ed. workshop reveals that more than 63% expectations are to learn the techniques, preparation, and use of teaching aids, and to learn the process of motivating the school children. Nearly 70%of the respondents opined that there is a need for D. El. Ed. workshop in order to prepare themselves as teachers (vide Table 7).

Table 7: Opinion of Teacher Respondents towards the D. El. Ed. Workshop

Aspects	Options	Number of Respondents			
		Darrang	Nagaon	Total	
Expectations from the D.El.Ed. Workshop	To learn the techniques of teaching	11	5	16	14.29%
	To know how to prepare & use teaching aids	14	11	25	22.32%
	To learn the process of motivating the school children	0	0	0	0%
	All of the above	41	22	71	63.39%
Need for D.El.Ed. Workshop	Yes, to know the process of handling the school syllabus	15	12	27	24.11%
	To prepare myself as a teacher	45	33	78	69.64%
	To know the method of building myself as a activity oriented teacher	0	0	0	0%
	Just to attend because school wants	4	3	7	6.25%

Attitude of Teachers towards D. El. Ed. Program

Data obtained from teachers is collected once at the beginning (during induction/Workshop I) and next at the end (Counselling session in the second year) of the D. El. Ed. program.

H₀₁: There is no significant difference of attitude among the teachers of Darrang district towards D. El. Ed. program

Among the teachers from Darrang district, the scores obtained shows that, there exists a significant difference as evident from the obtained 't' value (4.243) shown in Table 8 which is higher than the table value (2.66) at 0.01 level, so the hypothesis is rejected. Thus there is a difference of attitude among the teachers.

Table 8: Mean Significant Difference of Teachers, From Darrang District towards D. El. Ed. Program

Group	N	df	Beginning		End		't' value
			Mean	SD	Mean	SD	
Teachers from Darrang dist.	62	60	81.74194	9.445157	90.13208	6.330748	4.243

H₀₂: There is no significant difference of attitude among the teachers of Nagaon district towards D.El.Ed. program

Among the teachers from Nagaon district, the scores obtained shows that, there exists a significant difference as evident from the obtained 't' value (7.4885) shown in Table 9 which is higher than the table value (2.68) at 0.01 level, so the hypothesis is rejected. Thus there is a difference of attitude among the teachers.

Table 9: Mean Significant Difference of Teachers, from Nagaon District towards D. El. Ed. Program

Group	N	df	Beginning		End		'T' Value
			Mean	SD	Mean	SD	
Teachers from Nagaon dist.	50	48	78.91667	7.794797	89.89831	6.844819	7.4885

H₀₃ : There is no significant difference of attitude among the teachers towards D. El. Ed. program

Among all the teachers, the scores program shows that there exists a significant difference as evident from the obtained 't' value (8.968) shown in Table 10 which is higher than the table value (2.66) at 0.01 level, so the hypothesis is rejected. Thus there is a difference of attitude among the male teachers.

Table 10: Mean Significant Difference of Teachers, towards D. El. Ed. Program

Group	N	df	Beginning		End		‘T’ Value
			Mean	SD	Mean	SD	
All teachers	112	110	80.66071	8.855755	90.00893	6.578008	8.968

Findings of the Study

Following are the findings of the present study

- Majority of the teachers both from Darrang and Nagaon districts are found to be more or less satisfied with the schools where they are working in and location of the schools are far away from the main center of the place.
- Majority of the teachers responded that the environment of the school happens to be both noisy and calm at times.
- Majority of the teachers opined that there is lack of materials in the school and condition of the classroom is nice though the schools are of housed in Assam type.
- The books prescribed for the primary schools happen to be both easy and difficult and the syllabus followed in the schools is vast.
- Expectations expressed by the majority of the respondents’ from D. El. Ed. the program is to become an action oriented teacher.
- Opinion of teacher respondents with respect to the D. El. Ed. workshop reveals that they are eager to learn the basics of teaching-learning process. Majority of the respondents opined that there is a need for D. El. Ed. workshop in order to prepare themselves as teachers.
- There is a significant difference of attitude among the teachers of Darrang district towards D. El. Ed. program
- There is a significant difference of attitude among the teachers of Nagaon district towards D. El. Ed. program
- There is a significant difference in attitude among the teachers towards D. El. Ed. program

DISCUSSIONS OF RESULTS

Dearth of teachers in primary/upper primary schools is in existence for a quite long period since the independence of the country. Introduction of Teachers Eligibility Test and D. El. Ed. qualification for induction of quality teachers’ is a bold step implemented by the Government of Assam. Teachers working in schools found to be satisfied with the working condition of the school and they have adjusted themselves to the school environment. It is also found that due to lack of modern teaching materials the teachers need to face certain problems in the instructional process. On all the working days the teachers to teach in the schools and on Sundays they attended the counseling sessions. The teachers’ found that the books prescribed for different classes are both of easy and difficult type. Expectations of a majority of them found to become an action oriented teacher. In respect to the D. El. Ed. course, the study observed that they understood the need and importance of such program. Further, it is quite clear that, the attitude of teachers towards the D. El. Ed. the program existed at the beginning has changed compared at the end of the program. This change is noticed among the teachers which suggest that the training program is well perceived by the teachers. The working environment does matter the attitude of the teachers.

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