

**ATTITUDE OF PROSPECTIVE TEACHERS TOWARDS  
ASSAM TEACHER ELIGIBILITY TEST : A SURVEY STUDY IN  
SONITPUR DISTRICT**



**ABSTRACT**

*A teacher's role and performance have a significant impact on the overall educational process. To improve school education, eligible teachers must be appointed in school. Therefore, investigating the attitude and ability of prospective teachers becomes one of the important factors to be considered during their appointment as a schoolteacher. In India, Teacher Eligibility Test (TET) is made a mandatory test. Proper guidelines have also been framed by NCTE and it conducts the test on a regular interval to select eligible candidates for teaching jobs. The implementation of TET aims at bringing quality standards in school education fulfilling the objectives framed by the Right of Children to Free and Compulsory Education Act, 2009. The present study investigates the attitude of Prospective Teachers (B.Ed students) towards the Assam Teacher Eligibility Test (ATET) with reference to gender and qualifications. A descriptive survey method was used for the study and data were collected from 90 students comprising B.Ed students of Tezpur University and College of Teacher Education in the Sonitpur district. Researchers used a self-made attitude scale 'Attitude scale towards ATET' as a tool for the data collection. The study suggests that the attitude of Prospective Teachers towards ATET is equal to high level and moderate levels. And there are no significant differences between the attitude towards ATET with reference to their gender and qualifications.*

**Keywords :** Prospective teacher, Attitude, Assam Teacher Eligibility Test.

**Introduction**

Quality instruction in the field of education is a big concern. Instructional quality affects the overall quality of educational institutions. Various measures have been suggested over a period to bring improvement in the poor-quality status. One such measure that came into effect is conducting a Teacher Eligibility Test (TET). The test is conducted to fulfill the objectives framed by the Right of Children to Free and Compulsory Education Act, 2009. In Assam, ATET is considered a compulsory exam for teaching jobs to bring quality standards and benchmarking in the recruitment process of teachers as per the NCTE guidelines.

The introduction, implementation, and journey of TET did not remain smooth and free from criticism. The major objective of TET is to weed out substandard teaching candidates from entering the education system, but it could not establish itself as a full proof system. The other problem is the contested contribution of TET in identifying the most suitable teaching candidates. At most TET can assess the

theoretical knowledge of candidates, leaving other equally important aspects of what constitutes a teacher simply outside the coverage. It puts a big question mark on the quality of TET. Therefore, it becomes important to investigate it at this juncture. In this study, researchers have studied the B.Ed students' attitude towards the Assam TET (teacher eligibility test) as according to NCTE guidelines having a B.Ed degree is mandatory for appearing in the TET exam and B.Ed as a pre-service teacher training program helps in producing prospective teachers.

**Kaberi Handique**

*Master's Student, Department of Education, Tezpur University, Assam, India.*

**Mohammad Asif**

*Assistant Professor, Department of Education, Tezpur University, Assam, India.*

**Dr. Yeasmin Sultana**

*Assistant Professor, Department of Education, Tezpur University, Assam, India.*

**Objectives**

1. To study the attitude of Prospective Teachers towards Assam TET.
2. To study the attitude of Prospective Teachers towards Assam TET with respect to their Gender.
3. To study the attitude of Prospective Teachers towards Assam TET with respect to their qualifications.

**Hypotheses**

1. There is no significant difference between the attitude of Male and Female Prospective Teachers towards Assam TET.
2. There is no significant difference between the attitude of TGT and PGT-level Prospective Teachers towards Assam TET.

**Methodology**

For the present study, researchers selected Descriptive Survey Method based on the objectives of the study.

**Population**

In the present study, the population was all the B.Ed students of Tezpur University and the College of Teacher Education of Sonitpur District. It was conducted on all 90 students as the population size was manageable by the researchers.

**Tool Used**

For the present study researcher used a self-developed attitude scale entitled “Attitude Scale for Teacher Eligibility Test (Assam TET).”

**Data Analysis and Findings**

**Table 1**

**Levels of the attitude of Prospective Teachers towards Assam TET**

Range of scores	Levels of Attitude	N	Percentage
101-140	High level	45	50%
61-100	Moderate level	45	50%
28-60	Low level	0	0

It was found that out of the total sample, 50% of them have an overall highly favorable attitude and the rest

of the 50% are having an overall moderate level of attitude and none of them are having a low level of attitude towards Assam TET.

**Dimension1 :** Attitude towards the need for and importance of ATET

**Table 2**

**Levels of attitudes towards the Need for and Importance of ATET**

Levels of attitude	Range of scores	N	Percentage
High level	45-60	47	52.30%
Moderate level	26-45	43	47.70%
Low level	7-25	0	0

It was found that out of the total sample 52.3% of them are having a high level of attitude and 47.7% of them are having a moderate attitude towards the need for and importance of TET. Maybe they know that only TET can bring standards to the teacher recruitment process and school education system in Assam. Because TET can able to select the eligible person for the teaching profession and it checks those incompetent people who get their teacher training (B.Ed, D.EL.ED, etc.) degree through malpractices. So that they have a high level of attitude regarding the importance of conducting TET. And the rest of that moderate level of attitude is maybe they feel the importance of TET, but in Assam TET is not conducted in every year and, they may not agree with the criteria of TET for selecting a teacher.

**Dimension2 :** Attitude towards conditions and rules of TET in Assam

**Table 3**

**Levels of attitude towards the conditions and rules of TET**

Levels of attitude	Range of scores	N	Percentage
High level	26-35	54	60%
Moderate level	16-25	36	40%
Low level	7-15	0	0

It was revealed that out of the total sample, 60% of them are having a high level of attitude and 40% of them are having a moderate level of attitude towards conditions and rules of TET in Assam. Those are having a high attitude that may be agreed with the qualifying marks of TET, and appointment procedures of teachers after qualifying for TET. And those who have a moderate attitude may not be satisfied with all the criteria of the TET exam. They may be not agreed with the 60% of qualified marks which is only applicable for general category candidates and for reservation only 55% marks required for qualifying. Because this exam was conducted to select eligible people who have proper knowledge and skills, the gap of 60% to 55% is not acceptable. So, some B.Ed students have moderate attitudes regarding the criteria of ATET.

**Dimension3** : Attitude towards the structure of ATET:

**Table 4**

**Levels of attitudes towards the structure of ATET**

Levels of attitude	Range of scores	N	Percentage
High level	19-25	39	43.30%
Moderate level	12-18	51	56.7%
Low level	5-11	0	0

It was found that out of the total sample, 43.3% of them are having a high level of attitude, and 56.7% of them are having a moderate level of attitude. It was revealed that the maximum number of B.Ed students is having a moderate level of attitude towards the structure of TET. Most of the B.Ed students highly agree with both the objective and subjective questions in the exam. But ATET consists of only objective (MCQ) type questions, so it may be the reason maximum B.Ed students have a moderate level of attitude. They think that MCQ is not enough to check the ability or competency of a person. And some are having a highly favorable attitude; this may be because they are satisfied with the structure of both papers.

**Dimension4** : Attitude regarding the validity of the ATET certificate

**Table 5**

**Levels of attitudes toward the validity of the ATET certificate**

Levels of attitude	Range of scores	N	Percentage
High level	16-20	42	46.60%
Moderate level	10-15	48	53.40%
Low level	4-9	0	0

It was found that out of the total sample 46.6% of them are having a high level of attitude, and 53.4% of them are having a moderate level of attitude regarding the validity of the TET certificate. This may be because in Assam TET qualified teachers are not getting immediate recruitment or permanent recruitment in government schools, so they are not agreed with the 7 years validity of the certificate. Most of them prefer that the certificate must have lifetime validity.

**Objective 2** : To study the attitudes of Prospective Teachers towards Assam TET with respect to their Gender.

**Table 6**

**Attitude towards ATET based on gender**

Gender	N	Mean (M)	SD	df	Calculated 't' value	Table value	Level of significance
Female	49	100.63	11.51	87	1.074	1.987	0.05
Male	41	98.36	8.46				

It was found that the calculated value is 1.074, which is smaller than the tabulated value that is 1.987 which is not significant at 0.05 level of significance for two-tailed tests for the degree of freedom (df) is 87. That means the calculated t value (1.074) is smaller than the tabulated (1.987) t value. So Ho1 is accepted. The findings revealed no significant difference between the attitudes of male and female B.Ed students.

**Objective 3.** To study the attitudes of Prospective Teachers towards Assam TET with respect to their qualifications.

**Continued on Page 31**

6. Rajeev, M. M. J, (2015). *Effects of Social Media on Social Relationships: A Descriptive Study on the Impact of Mobile Phones among Youth Population*. 4(2), 11-16.

7. Shabir, G., Hameed, Y. M. Y., Safdar, G., & Gilani, S. M. F. S. (2014). *The Impact of Social Media on Youth: A Case Study of Bahawalpur City*. *Asian Journal of Social Sciences and Humanities*, 3(4), 132-151.

8. Zuniga, Gil de H., Jung, N. & Valenzuela, S. (2012). *Social Media News and Individuals' Social Capital, Civic Engagement and Political Participation*. *Journal of Computer-Mediated Education*, 17, 319-336.

**Continuation of Page 26**

**ATTITUDE OF PROSPECTIVE...**

**Table 7**

**Attitudes towards ATET based on qualification**

Qualification	N	Mean (M)	SD	df	Calculated 't' value	Table value	Level of significance
PG	47	98.63	11.67	74	1.308	1.992	0.05
UG	43	101.23	6.65				

It was found that the calculated 't' value is 1.308, which is smaller than the tabulated t value which is 1.992. The value is not significant at 0.05 level of significance for two-tailed tests for the degree of freedom (df) is 74. That means the calculated t value (1.308) is smaller than the tabulated t value (1.992). So Ho2 is accepted. It revealed no significant difference is found between the attitude of TGT and PGT-level Prospective Teachers.

**Conclusions**

The Teacher Eligibility Test is important to keep the value of this profession alive. All the B.Ed. students of both institutions are having favorable attitudes towards ATET. Teacher training institutions must take responsibility to improve the attitudes of prospective teachers toward TET as well as the teaching profession. Without their healthy attitudes regarding the profession, it would be difficult to reach the objective of the Right of Children to Free and Compulsory Education Act, 2009 (RTE 2009) and National Education Policy 2020.

**References**

1. Asha, A., & Ampili, A. (2015). *Attitude towards Kerala Teacher Eligibility Test of Prospective Teachers of Kerala*. *International Educational E-Journal*. IV (I), 75-81.

2. Bhargava, A. (2014). *Attitude of Student Teachers towards Teaching Profession*. *Turkish Online Journal of Distance Education-TOJDE*. 15(3), 27-34.

3. Christina, A. D. (2016). *Attitudes of TET among B.Ed student-teachers*. *Journal of Research- Granthaalayah*. 4(5), 18- 21.

4. Ghazee, B. (2021). *Teacher Eligibility Test: Approach and Attitudes of Trainee Teachers*. *International Education & Research Journal (IERJ)*. 7(3), 42-43.

5. Kishor, V., & Barman, S. (2016). *Perception of prospective teachers towards teacher eligibility test (TET)*. *EDUCATE Journal of Educational Research*. 2 (1), 31-35.

6. Kumaravelu, P. (2015). *Approach of Private School Teachers Towards Teacher Eligibility Test*. *Indian Journal of Technology and Teacher Education (IJTTE)*. 3(1), 1-8.

7. Lenka, S. K. (2018). *Pupil Teachers' Attitude Towards Teacher Eligibility Test (TET)*. *Journal of Advances and Scholarly Researches in Allied Education, Multidisciplinary Academic Research, Publisher Ignited Minds Journals*. 15(5), 1-3.

8. Parua, R. K. (2018). *Awareness about Teachers Eligibility Test (TET) among Pupil-Teachers*. *Journal on School Educational Technology*, 14(1), 35-38.

9. Roul, R. (2018). *Attitude of Student Teacher towards Teacher Eligibility Test*. *International Journal of Multidisciplinary*. 3(8), 174- 176.

10. Yadav, D. (2019). *Attitude of Student-Teachers towards Teacher Eligibility Test*. *Pedagogy of Learning (POL) International Refereed/ Peer Reviewed Journal of Education*. 5(4), 17-28.