



ACHIEVEMENT OF TEACHER TRAINEES IN B.ED.COURSE AND IN KARNATAKA TET

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ABSTRACT

The present study is intended to find out the-influence of teacher education programme on TET score of teacher trainees. Here We compared the B.Ed. total result and the TET exam score of teacher trainee. Normative survey method was used in the study A sample of 100 student teachers was selected using stratified random sampling method, The tools used for the study include emotional competence scale, creative thinking test and locus of control scale. The data were collected from teacher trainees of B Ed. course. The statistical techniques used for analysis include significance of difference between means, analysis of variance, Pearson's product moment coefficient of correlation and significanc of difference between two r's. The study reveals that There is signifecant difference between the Teacher Eligibility Test Scores and Achievement Scores of Male and Female teacher trainees and There is relationship between the Teacher Eligibility Test Scores and Achievement Scores ofteacher trainees.



KEYWORDS: *Teacher Trainees, Academic Achivement, Teacher Eligibility Test.*

1. INTRODUCTION:

The teacher is of paramount importance in every system of education. The whole system of education revolves around the teacher In ancient India the teacher was "rated equal to God" In the west, she has been called the 'architect of nation', 'the maker of man' and ' the maker of history'. The idea of teacher education is perhaps as old as teaching itself. No educational programme can be a success without the proper education of teachers The quality of education is linked to the quality of teachers, academically and professionally. It is a widely recognised fact that the teacher is ultimate key to educational change and school improvement.

It is common knowledge that the academic and professional standards of teachers constitute a critical component of the essential learning conditions for achieving the educational goals of a nation. The focus of teacher preparation had to shift from training to education if it had to make a positive influence on the quality of curriculum transaction in classrooms and there by pupil earning and the larger social transformation.

After completion of B.Ed. Teacher trainee should get eligibility in Teacher Eligibility Test. The Trainee who is studying B.Ed.can apply for TET. In this study the teacher trainees who appear in TET were consider. The Teacher Eligibility Test Scores and Achievement Scores of teacher trainees were consider

2. REVIEW OF RELATED LITERATURE:

1. Wiens (2012) tried to find out the missing link between teacher education programme and student learning outcome. The author had an opinion that lack of comprehensive research in teacher education makes it difficult to understand the effects of teacher education programmes on student learning and methodological issues make it difficult for researchers to isolate the contributions of teacher education programmes to teacher learning.
2. Schuck and Buchanan (2012) developed an argument for the value of doubt in teacher education that grows out of the recognition of the complexity of teaching. They also indicated the challenges of fostering and nurturing doubt in teaching and teacher education and suggested that doubt is a necessary element of teacher education as its presence helps to prepare students for their careers as teachers in a complex and uncertain world.
3. Jones (2010) through an article challenged some of the taken-for-granted assumptions in teacher education such as students must be positioned as future teachers, reading educational research and texts should be a priority writing assignments should be privileged and a cognitive approach to learning in teacher education should be privileged.

3. OBJECTIVES:

The present investigation intended to :

- a. To Know the Teacher Eligibility Test Scores and Achievement Scores of teacher trainees.
- b. To Explore the relationship between the Teacher Eligibility Test Scores and Achievement Scores of teacher trainees.
- c. To Find out the difference in the Teacher Eligibility Test Scores and Achievement Scores of Male and Female teacher trainees.

4. HYPOTHESES:

It was hypothesised that :

- a. There is no relationship between the Teacher Eligibility Test Scores and Achievement Scores of teacher trainees.
- b. There is no significant difference between the Teacher Eligibility Test Scores and Achievement Scores of Male and Female teacher trainees.

5. METHOD AND PROCEDURE:

Out of 100 teacher trainees of the B.Ed.Course of Bangalore North University, Kolar. 100 teacher trainees were randomly selected. The admitted students were from academic session 2022-23" and they appear for Teacher Eligibility Test while in training, who belong to different talukas of Four districts. The sample was further divided into 50 Male and 50 Female.

For the purpose of the present study, the scores of the students on Teacher Eligibility Test were taken while studying. The Teacher Eligibility Test comprised of the With four parts papers.

The B.Ed., Two year course comprised of the 17 papers Besides, the Achievement Scores on skill in Teaching, professional test and Assignment Works are also included. The total marks of Entrance Test were 150, whereas the total, marks of B.Ed.course were 2400. The scores of the sample were converted into percentages. To find out the relationship of Teacher Eligibility Test Scores and Achievement Scores of the sample, coefficient of correlation was calculated. But to find out the difference between the Teacher Eligibility Test Scores and achievement scores of male and female teacher trainees, ANOVA Was applied.

6. DATA ANALYSIS AND INTERPRETATION.

The frequency distribution with respect to the percentage scores obtained by the teacher trainees in Entrance Test are given in Table 1.

Table-1
Percentage Scores on Teacher Eligibility Test Scores TET
of teacher trainees

Class Interval	Total (t)	Male (f)	Female (f)
65-69	5	5	0
60-64	8	6	2
55-59	9	8	1
50-54	13	9	4
45-49	26	10	16
40-44	22	9	13
35-39	14	3	11
30-34	3	0	3
25-29	0	0	0
20-14	0	0	0
Total	100	50	50

Table,1 shows that the mean value of male, female and total groups with respect to their percentage scores on Entrance Tesf Scores lies in the same class interval, i.e. 45-49.

The frequency distribution of the percentage scores achieved by 100 teacher trainees in B.Ed. final examination are given in Table 2.

Table-2
Percentage Scores in B.Ed. Theory Final Examination

Class Interval	Total (T)	Male (M)	Female (F)
86-87	1	0	1
84-85	0	0	0
82-83	1	0	1
80-81	8	4	4
78-79	12	6	6
76-77	25	12	13
74-75	12	5	7
72-73	24	14	10
70-71	15	8	7
68-69	2	1	1
Total	100	50	50

Table 2, clearly indicates that the mean value of male, female and total groups with respect to heir percentage scores in B. Ed. Final Examination lies in the same class interval i.e. 76-77.

Table-3
Coefficient of correlation of B.Ed. Theory Exam Score and Teacher Eligibility Test (TET) Scores

Variable	N	Coefficient of correlation	Significant/mot significant
B.Ed Theory Examination Score		0.65	Significant
TET Score			

*Significant at 0.01 level.

The first hypothesis was that there is no relation between the Teacher Eligibility Test and Achievement Scores of Teacher Trainees. The coefficient of correlation between the Teacher Eligibility Test Scores and Achievement Scores of teacher trainees was found to be 0.65 as shown in Table 3, which is significant at 0.01 level of significance

Table-4
Difference Between the Teacher Eligibility Test Scores and Achievement Scores of Male and Female Teacher Trainees

Source of	Df	SS	M.SS	F
Among Groups	3	5036.5	1678.8	25.09*
Within Groups	196	13120	66.9	
Total	199	18156.5		

*Significant at 0.01 level

The second hypothesis was that there is no significant difference between the Entrance Test Scores and Achievement Scores of male and female Teacher Trainees. After applying ANOVA it was found that the F-Value is 25.09 which is significant at 0.01 level with df 3/196 as shown in Table 4. Thus, the hypothesis stands rejected, which indicates that the Teacher Eligibility Test Scores and Achievement Scores of male and female teacher trainees differ significantly. Therefore, it can be concluded that male and female teacher trainers have achieved different types of scores in Teacher Eligibility Test and Achievement Test.

FINDINGS:

In the light of this finding, the hypothesis stated above stands accepted. Thus, the Teacher eligibility Test Scores and the achievement scores of teacher trainees are found to be related i.e. the students who had achieved good marks in B.Ed. Entrance Test had also achieved good marks in B.Ed. Final Examination.

7. CONCLUSION:

The results of the present study lead to the following conclusion that scores of Teacher Eligibility Test and Achievement Test of teacher trainees make neither any difference in their skill or attitude nor any kind of influence on them that can hamper their achievement. In other words, those who are interested in becoming teachers, maintain their interest till their teacher training is complete. But gender differences have been found in the same context. It can also be concluded that one can predict the achievement of teacher trainers from the Teacher Eligibility Test

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