



Opinion of prospective teachers towards Odisha Secondary School Teacher Eligibility Test (OSSTET)

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Abstract

Present research study was conducted to find out the opinion and attitude of secondary school teachers Odisha Secondary School Teacher Eligibility Test (OSSTET) in relation to their gender, streams of and different dimensions of syllabus for the above descriptive survey research method on a randomly selected sample of 120 prospective teachers with help of a self made standardized questionnaire with different dimensions of syllabus. To justify the above two issues two objectives are framed with same no of hypothesis. After analysis and interpretation of data through inferential statistical techniques it was found that 73% PCM Prospective have favourable opinion towards OSSTET 4% have moderate opinion where only 23% have unfavourable opinion towards OSSTET, Like that in CBZ Prospective 78% have favourable opinion and 4% have moderate opinion where 18% have unfavourable opinion towards OSSTET it shows there is no significant effect of the OSSTET syllabus on the level of the secondary school teachers towards OSSTET syllabus in particular reference to their stream and dimensions of syllabus.

Key words: Prospective teachers, Secondary school teachers, Eligibility Test and OSSTET etc.

I. Introduction

Excellence in education is the need of the hour. Teachers' influence is always felt in every aspect of the society. The success of school education particularly in terms of quality depends to a large extent, on the quality of the teachers. The saying that no nation ever rises above the quality of its teacher illustrates the pivotal position which teachers occupy in the society. NCTE(1998) "The teacher is the most important element in any

educational programme .it is the teacher who is mainly responsible for implementation of educational process at any stage." Considering the importance of the teachers in the education the govt. of India has decided to set standards and benchmark of teacher quality in the recruitment process. The implementation of Right of children to free and compulsory education (RTE) act, 2009 requires the recruitment of a large number of teachers across the country in a time bound manner. National Council for Teacher Education (NCTE) has initiated new regulation for those aspiring to become teachers in schools under government, private, unaided and aided categories. In accordance with the provision of sub-section (1) of section 23 of the RTE act 2009, The NCTE has laid down the minimum qualification for a person to be eligible for appointment as a teacher in elementary level. Similarly, for ensuring quality education at secondary stage, it becomes imperative for appointment of quality teachers. so that Govt of Odisha vide resolution No-18618/SME, Bhubaneswar Dt. 17/9/2016 have prescribed a guideline for conducting Odisha Secondary School Teacher Eligibility Test (OSSTET). The detailed syllabus for the subject of both the papers of OSSTET shall be prepared by Director of TE & SCERT. The test is conducted by BSE Odisha. The eligibility criteria has been fixed to appear OSSTET IS graduate with B.ed qualification. The examination conducts in two different parts for prospective teachers in two different categories such as: -Category 1 is meant for Education teacher (trained graduate teachers in Arts/science, Hindi/classical teacher (Sanskrit/urdu/Telgu). and Category 2 is meant for Physical Education Teacher. The qualifying mark for both categories is 60% for general candidates & 50% for others.



II. Review of research literature:

several studies all over the world have been conducted by eminent researchers relating to the attitude of different types of teacher eligibility test throughout country to know the attitudes of teachers towards osstet syllabus in odisha, **Murgans&Srinivasan.p (2014)**, conducted a study on "attitude of private school teachers towards teacher eligibility test in india& they found that the tet attitude of school teacher is high & there was no significant difference between male & female school teachers & there was also a significant difference between urban & rural school teachers. In a study **Aravinda (2015)** measured the attitude of the teachers of kerala towards kerala teacher eligibility test of prospective teachers and he found that the percentage of attitude of the prospective teachers towards ktet for the high, average & low level was 14.81%,73.50% & 11.60% respectively. **Christian. A. D. (2016)**.conducted a study on attitude of tet among b. Ed students-teachers"to assess the positive and negative attitudes towards tet examination. The study was conducted on 500 student teachers using survey method. A self-made tool consists of 27 items was administered. The findings revealed that here is significant difference among the attitude of b.ed. Student-teachers towards tamilnadu teacher eligibility test with respect to their locality, mother tongue. However no significant difference among the attitude of b.ed. Student-teachers towards tamilnadu teacher eligibility test was found with respect to their gender. **Geeta.c (2016)**, conducted a study on attitude towards tet of karnataka and she found that 59% pre service teachers had moderate attitude towards tet, 20% had favourable and 21% had unfavourable attitude.

Rational of the study

OSSTET has been introduced by government of India for 1st time in 9 September 2016.According to Notification No-938 OSSTET/DT.18/12/2016 applicants were invited to apply the form in online link from 21/10/2016 to 11/11/2016.Then finally exam was conducted on 17/12/2016 in Odisha at various examination centre.The result was published on 9 February 2017 & the pass percentage is 27.83%. From mentioned literature reviews the researcher found

14.81% prospective teacher had high attitude, 11.6% and average 73.50% had low attitude towards K-TET. Also, in Karnataka district 59% were observed to have moderate and 20% favourable and 21% unfavourable. But in Tamilnadu the TET attitude of school teachers is high. So, the researcher is keen to know the opinions of prospective teachers towards OSSTET in Odisha. The statement of the problem is - "THE OPINION OF PROSPECTIVE TEACHERS TOWARDS OSSTET".

Objectives of the study

The present study addressed with the following objectives:

1. *To study the opinion of prospective teachers towards OSSTET examination.*
2. *To compare the opinion of PCM & CBZ science prospective teachers towards OSSTET.*

Hypothesis of the study:

Following hypothesis upon which the analysis will be based on:

Ho.1. There is no significant difference in the opinion of PCM and CBZ prospective teachers towards OTET examination.

Delimitation of the study

The present study will be delimited to one IASE & one CTE under UTKAL UNIVERSITY.

The sample will be delimited to the prospective teachers of the session 2015-17 of science stream.

Methodology

Descriptive survey method will be used for the present study. All the 400 final year B. Ed. students of 2015-2017 batch enrolled one IASE and one CTE affiliated to Utkal University, Odisha constitute the population of the present study. The investigator will adopt random sampling technique to select the sample of the study. Out of the total 400 B.Ed. students 120 Students who have appeared the OSSTET exam will be selected randomly.

Tools of the Study

Self-made opinionnaire for both prospective teachers. To develop the opinionnaire the investigator will take the following dimensions of OTET,

Qualifying mark

Syllabus

Conduct of exam

Validity of certificate

Role of training institutions



Sl.no. Of Items	Dimension	Responses in %									
		SA		A		UD		DA		SDA	
		PCM	CBZ	PCM	CBZ	PCM	CBZ	PCM	CBZ	PCM	CBZ
1	Qualifying mark of OSSTET	79 21.94	103 28.61	200 55.56	190 55.28	6 1.67	15 4.17	63 17.5	38 10.55	12 3.33	5 1.39
2	Syllabus of OSSTET	61 16.94	70 19.44	186 51.67	176 48.89	7 1.95	18 5	69 19.16	58 16.11	37 13.05	24 6.41
3	Conduct of examination	60 16.67	74 20.56	195 54.17	192 53.33	20 5.56	18 5	54 15	68 18.89	31 8.60	8 2.22
4	Validity of certificate	67 18.61	89 24.72	175 47.05	181 50.28	25 6.94	22 6.11	67 18.61	58 16.11	30 8.22	10 2.78
5	Role of training institution	88 24.44	77 22.57	217 60.27	201 58.83	7 1.94	15 4.17	41 11.39	47 13.05	7 1.96	5 1.38

Procedure of data collection

The researcher will collect the data from selected 120 samples by personal visit.

Statistical Technique used

The researcher adopted two types of statistical analysis:

1. Descriptive analysis (Mean & SD)
2. Inferential analysis (t-test)

Table-Dimension wise comparative analysis of opinion of PCM and CBZ science prospective teachers towards OSSTET exam.

Mean and Standard deviation table of PCM prospective Teachers towards OSSTET

Category	No of sample	Mean	Standard Deviation
PCM	60	68.25	8.6

Mean of total 60 PCM prospective have 68.25 and standard deviation is 8.6

Mean and Standard deviation table of CBZ Prospective Teachers towards OSSTET:

Category	No of sample	Mean	Standard deviation
CBZ	60	72.75	9.6

Mean of total CBZ prospective is 72.75 and standard deviation is 9.6

TABLE DIFFERENCE BETWEEN PCM AND CBZ PROSPECTIVES TOWARDS OSSTET: "t" test for the of opinion PCM and CBZ prospective towards OSSTET

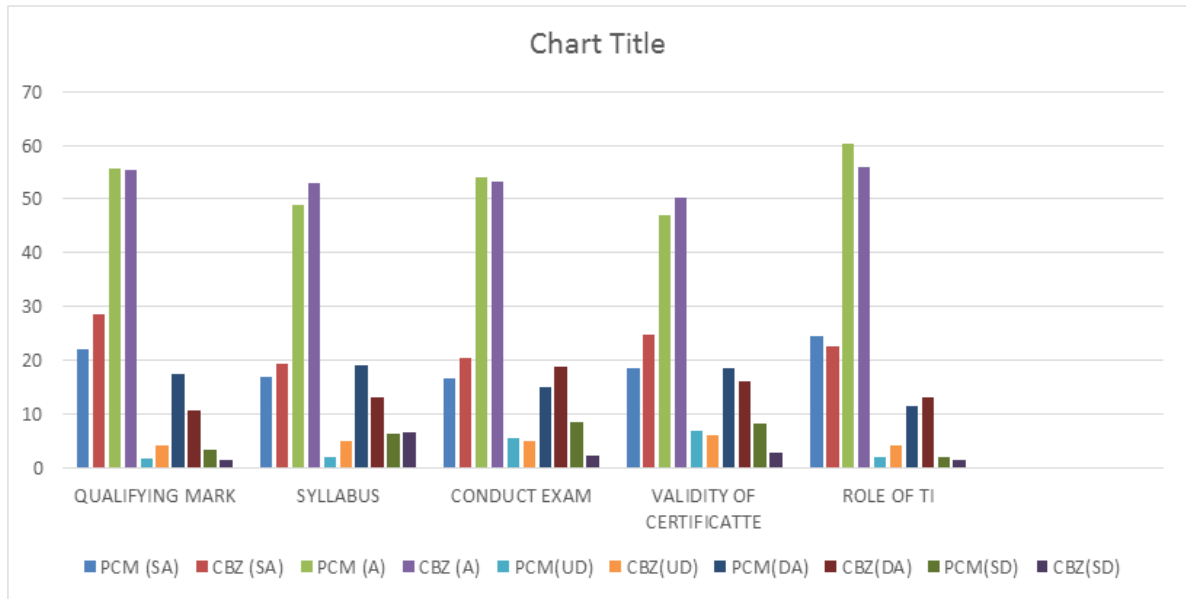
Category	No. Of items	Mean	S.D.	"t" value	Level of significance	Result
PCM	60	68.25	8.6	2.71 > 1.98 & 2.62	0.01 Level & 0.05 Level	Hypothesis is rejected
CBZ	60	72.75	9.6			

Result of above table and graphical representation shows that mean attitude score of CBZ teachers is slightly higher than that of the PCM teachers. It is also evident that the calculated 't' value (2.71) is less than the table value at 0.05 & 0.01 level of significance. Therefore, the difference between mean attitude score of CBZ and PCM teachers is not statistically significant. Hence the hypothesis (Ho 1) i.e. "Ho.1. There is no significant difference in the opinion of PCM and CBZ prospective teachers towards OTET examination Rejected.

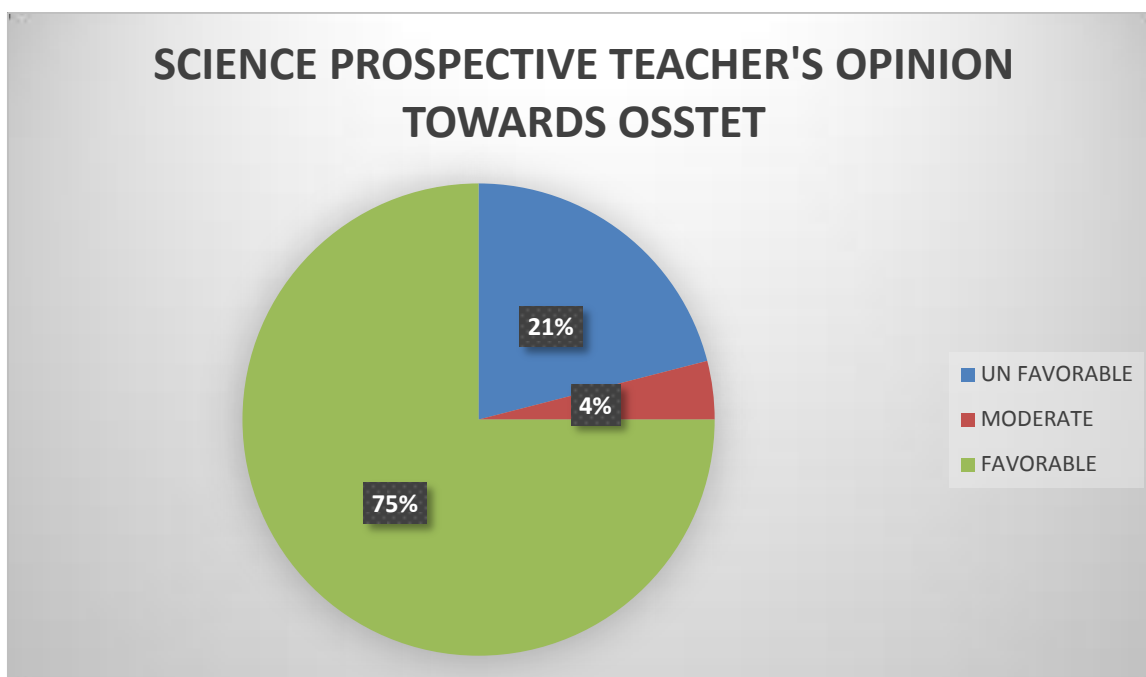
Graphical representation of data

The graphical representation given bellow gives an over view the opinion of science perspectives (PCM&CBZ) towards OSSTET

Teacher	Favourable	Moderate	Unfavourable
PCM	72.94%	3.61%	23.45%
CBZ	77.33%	4.89%	17.78%
TOTAL-	75.13%	4.25%	20.61%



	QUALIFYING MARK	SYLLABUS	CONDUCT EXAM	VALIDITY OF CERTIFICATTE	ROLE OF TI
PCM (SA)	21.94	16.95	16.67	18.61	24.44
CBZ (SA)	28.61	19.44	20.56	24.72	22.57
PCM (A)	55.56	48.89	54.17	47.05	60.27
CBZ (A)	55.28	53.05	53.33	50.28	55.83
PCM(UD)	1.67	1.67	5.56	6.94	1.94
CBZ(UD)	4.17	5	5	6.11	4.17
PCM(DA)	17.5	19.16	15	18.61	11.39
CBZ(DA)	10.55	13.05	18.89	16.11	13.05
PCM(SD)	3.33	6.41	8.6	8.22	1.96
CBZ(SD)	1.39	6.67	2.22	2.78	1.38



III. Major findings

After the quantitative and qualitative analysis and interpretation it was found that there is a significant between PCM and CBZ prospective towards OSSTET

- 73% PCM Prospective have favourable opinion towards OSSTET 4% have moderate opinion where only 23% have unfavourable opinion towards OSSTET
- Like that in CBZ Prospective 78% have favourable opinion and 4% have moderate opinion where 18% have unfavourable opinion towards OSSTET
- So that as a whole 75.5% have favourable opinion & have moderate opinion but only 20.5% have unfavourable opinion towards OSSTET. so it may be concluded that although there is a little difference between opinion of PCM & CBZ prospective, but exists a significant difference on favourable & unfavourable also moderate attitude.

IV. Suggestion towards OSSTET examination

The PCM & CBZ prospective have given their valuable suggestion to Odisha Secondary School Teachers Eligibility Test

- OSSTET should be strictly conducted.
- OSSTET should be conducted twice in a year like NET.

- Posting in the teacher's profession should be done on the basis of OSSTET result along with marksheet.
- The pattern of question must be of standard type.
- OSSTET should be conducted in a way in which the deserved candidates must be benefited.
- Some of the CBZ prospective told that the chemistry question should be different for PCM & CBZ prospective.
- Some of them told that the OSSTET should cater on the quality of teaching.
- PCM prospective also put question on time allotted on OSSTET i.e. 2.30m which is insufficient to them.
- Some also given their suggestion that for a trained teacher it is unnecessary to appear this test.
- The condition of teachers should be just like other regular teachers if they will appear this test.
- Some also suggest for negative marking for wrong answer.
- Some suggest that training institute should academically and mentally for OSSTET at the time of training course
- Majority prospective teachers give their suggestion that there should not any partiality prospective teachers so that applying and qualifying mark should be equal to all category.



Educational implications

Following are some of the educational implications of the present study

- ❖ The study would help to understand how beneficial for Odisha Teacher Eligibility Test to the aspirant teachers.
- ❖ The study would help to resolve different issues related to Odisha Teacher Eligibility Test and to bring improvements.
- ❖ The study will provide insight to the BSE, Odisha to bring desirable changes in the OTET if some valid indications will emerge from the study

V. Conclusion

Therefore, at last from the above discussion and findings it can be said that irrespective of gender and streams of teachers it is essential to develop proper and positive attitude of student teachers towards OSSTET by the institutions, state and Nation as a whole. OSSTET is an essential qualification for securing a job in our state in secondary levels and this becomes an important component of the professional development of the teachers. It is required to ensure that the teacher education institutions should prepare student teachers mentally to further improve their performance standards with providing different types of mock test regarding OSSTET. Finally perceptions and attitude of the student teachers towards OSSTET is a big gap in the process of encouraging and preparing novice teachers to prepare them for their professional development.

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Web Resources

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