An Analysis of the Academicians Perception on the Effectiveness of Qualifying Examination in the Recruitment for Teaching Position in the Present Era

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Abstract: Academicians have dependably been esteemed in the general public as real specialists in person furthermore, social change. They are constantly viewed as the supporters of humankind. Their work does not keep itself to a specific state or a nation. It raises above all restrictions and limits and spreads to the entire world. Thus, their commitments don't bind themselves to a specific period-month or year, yet impacts the whole range of time. The aim of the exploration is to know the view of showing employees towards composing the UGC NET/SLET examination, to break down their fulfillment level towards qualifying examinations, to contemplate the issues looked by them because of absence of going in qualifying examination, to give mindfulness about the crucial job of such tests and to rouse the instructors to show up and clear for the above tests. Convenient sampling is used under non probability sampling techniques collect the samples. Among the kanchipuram college teachers community 200 samples were collected. Nominal, ordinal, dichotomous and likert scales used in the questionnaire design. The primary data was only collected by well-structured questionnaire and conduct survey. The quantitative tools used for data analysis are percentage analysis, chi-square test, correlation, one way ANOVA and weighted average.

Key words: Academicians, Perception, Effectiveness, Qualifying examinations and Recruitment.

INTRODUCTION

Teachers presume a significant profession in the universal. It is compulsory to have great aptitudes with learning to bargain the understudies. Despite the fact that they groups post-graduation, to get choose in any expressions and science school, they should clear the SLET test. It go about as a base criteria. When the training workforce get go in the SLET examination, they could ready to acquire scale pay according to UGC standards and furthermore they ready to land position opportunity effectively inside the state. On the off chance that the resources clear the national eligibility test (NET) they could ready to get work in any states within the country. A large number of the universities, colleges and other educational foundations entirely adheres to the UGC guidance amid the season of enrollment of academicians'. Other than compensation structure of the resources is decide by these the two tests. Barely any establishments utilize the post graduates adversary encouraging position yet the pay level is not exactly the qualified competitors. In the present situation, UGC has offered unwinding to the PhD holders from these examinations.

NET test began in the time of 1989. For UGC, the National Eligibility Test (NET) is directed for deciding the qualification of Indian nationals for the Eligibility for Assistant Professor just or Junior Research Fellowship and Eligibility for Assistant Professor Both in Indian Universities and Colleges. Till as of late, the CBSE led the NET in 84 subjects at 91 chose Cities of spread the nation over. In the interest of the University Grants Commission (UGC), the National Testing Agency (NTA) will direct the test for deciding the qualification of Indian nationals for the Eligibility for Assistant Professor just or Junior Research Fellowship and Eligibility for Assistant Professor both in Indian colleges and schools. Until July 2018, the Central Board of Secondary Education (CBSE) led the UGC NET test however from December 2018 onwards; NTA will lead the UGC National Eligibility Test. According to the public statement by Indian Government, the test would be directed two times every year, and it will be led in an online mode rather than disconnected mode. So as to keep up a uniform standard of alumni what's more, post graduate educating all through the Country, the Administration of India through its notice in 1988 expressed that just those applicants would be viewed as qualified for a post of speaker, who other than satisfying the base scholarly capabilities for it, likewise qualify in a thorough test, National Eligibility Test (NET), to be directed for the reason. As needs be, the University Grants Commission (UGC) has been directing the qualification Test (NET) for lecturership on Humanities and Social Science subjects. The Council of Scientific and Industrial Research (CSIR) has been directing the qualification test (NET) for lecturership in the Science subjects. UGC all the while asked the Govt. of the States and Union Territories about their choice to direct their very own test or on the other hand embrace the UGC-CSIR test. On the off chance that they pick to direct a test identical to UGC-CSIR then these ought to be certify by the UGC. In light of this, numerous States selected to lead their very own test i.e. State Level Eligibility Test (SLET) for speakers.

OBJECTIVES OF THE STUDY

To identify the preparation level of academicians towards NET/SLET exam, to study the perception of academicians towards qualifying examination, to create awareness about NET/SLET exam among teacher, to understand the difficulties of academicians in writing NET/SLET exam qualifying examination, To analyses the satisfaction level of the academicians towards writing those examinations.

REVIEW OF LITERATURE

A powerful and effective educator is one who is learning-facilitator, prepared to be sensible and minding, certifiable and compassionate. The examination ponders demonstrate that training viability relies upon various behavioural aspects aspects-intelligence (Adval 1952, Hall 1965, Gupta 1976, Joseph et al., 1975, Patalano 1978, Samul et al., 1980); teaching aptitude (Sharma 1971, Mutha 1980, Viyas 1982, Sharma 1984, Singh 1987, Kurkriti 1993; content mastery (Hall 1965, Samul et al., 1980, Sundrajan and Srinivasan 1993, Ananthi and Narumanam 2003); emotional maturity (Adaval 1952, Kaul 1972, Mann 1980); communication skills (Hall 1965, Sundarajan and Srinivasan 1993, Ananthi&Narumanam 2003); sociability and adjustment (Adaval 1952, Singh 1976, Mann 1980) and other personality traits like creativity, flexibility (Jain 1977), co-operation spontaneity, self-motivation (Mohod and Mohod 2003) etc. In order to produce effective teachers they need to be equipped with certain skills and competencies. David G. Raynn, (1969) defines basics characteristics of teachers.

RESEARCH METHODOLOGY

Descriptive research design utilized in this study. Essential information gathered with organized survey which contains of 8 personal details and 30 questions. 200 samples were studied from different institutions in the kancheepuram urban communities. Teaching faculty members were taken an interest in the study. Convenient sampling under the non probability techniques has been used for data collection. The quantitative tools used for data analysis are percentage analysis, chi-square test, correlation, one way ANOVA and weighted average.

Table-1 Percentage Analysis Of Demographic Variables

QUESTIONS	VARIABLES	RESPONDENT	PERCENTAGE
Gender	male	80	40
	Female	120	60
	Total	**200**	**100**
Age	20-25	8	4
	26-30	80	40
	31-35	40	20
	36-40	36	18
	41 and above	36	18
	Total	**200**	**100**
Qualification	Pg	140	70
	Phd	60	30
	Total	**200**	**100**

Experience	1-3 years	48	24
	4-5 years	68	34
	6-10 years	60	30
	11 years and above	24	12
	Total	**200**	**100**
Salary	10000-20000	48	24
	20001-30000	92	46
	30001-40000	32	16

	40001-50000	8	4
	50001 and above	20	10
	Total	**200**	**100**
Marital status	Single	40	20
	Married	160	80

	Total	**200**	**100**
Affiliated institution	Madras university	68	34
	Anna university	100	50
	Deemed university	32	16
	Total	**200**	**100**
Qualified examination	NET	28	14
	SLET	44	22
	Not cleared	128	64
	Total	**200**	**100**

Sources: Primary Data.

DISCUSSION:

From the above table 60% of the respondents from female and 40% of the respondents from male category, mostly 40% respondents between the age group 26-30, 20% respondents between 31-35 years old, rest of the others are above 36 years old. 70% of the respondent completed their post-graduation and 30% completed Ph.D. 34% of the respondents they having 4-5 years of experience, 30% having 6-10 years of experience, 24% they having 1-3 years of experience and 12% of the respondents from the category above 10 years experienced. Mostly 46% of the respondents they are getting salary Rs 20001-30000, 24% respondents they are getting Rs 10000-20000, 16% , 10% and 4% of the respondent they are getting Rs 30001-40000, Rs 50000 above and Rs 40001-50000 respectively. 80% of the respondents getting married and 20% respondent unmarried. 50% of the respondent they are working Anna university affiliated colleges, 34% respondent from Madras university affiliated colleges and 16% respondent from deemed universities. 64% of the respondent they are not cleared any qualified examination for the post of Assistant professor, 22% respondent cleared SLET/SET and 14% respondent cleared NET.

Table-2 Chi-Square Analysis

Variables	Gender	Age	Qualification	Experience
NET/SLET mandatory	5.991(0.015)	30.166(0.000)	0.752(0.386)	9.254(0.026)
Prefer to appear	23.783(0.000)	63.062(0.000)	22.101(0.000)	76.670(0.000)
Preparation Hrs/day	4.899(0.298)	90.029(0.000)	4.820(0.306)	45.593(0.000)
Group study	9.402(0.052)	43.846(0.000)	10.965(0.027)	60.753(0.000)
No of times appeared	11.111(0.004)	48.395(0.000)	0.977(0.614)	48.131(0.000)
Coaching class attended	2.632(0.105)	4.581(0.333)	0.334(0.563)	4.997(0.172)

Source: SPSS   Note: chi-square value (significant value)

DISCUSSION:

NET/SLET is mandatory to be a teacher, prefer to appear (to get salary hike), no of times attempted, coaching class attended are significantly related to gender. NET/SLET is mandatory to be a teacher, prefer to appear (to get salary hike), preparation hours per day, group study, no of times attempted, coaching class attended are significantly related to age. Prefer to appear (to get salary hike), group study are significantly related to qualification. NET/SLET is mandatory to be a teacher, prefer to appear (to get salary hike), preparation hours per day, group study, no of times attempted are significantly related to experience.

CHI-SQUARE ANALYSIS:

H_0: There is no significant relation between not clearing the NET/SLET create emotional impact and it creating lot of stress to the teachers.

Table-3 Not clearing the exam create emotional impact * Stress to the teachers Crosstabulation

		Stress to the teachers		Total
		yes	no	
Not clearing the exam create emotional impact	strongly agree	40	12	52
	Agree	32	16	48
	Neutral	32	12	44
	Disagree	32	0	32
	strongly disagree	16	8	24
Total		152	48	200

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	13.827	4	.008
Likelihood Ratio	21.029	4	.000
Linear-by-Linear Association	.688	1	.407
N of Valid Cases	200		

DISCUSSION:

Significant value 0.008 is less than 0.05. Null hypothesis rejected. So we inferred that there is significant relation between not clearing the NET/SLET create emotional impact and it creating lot of stress to the teachers.

CHI-SQUARE ANALYSIS:

H_0: There is no significant relation between NET/SLET qualified candidate and their opinion about clearing those exams alone can determine a teacher's talent.

Table-4 Qualified exam * Qualified exam alone teachers talenCrosstabulation

		Qualified exam alone teachers talen					Total
		strongly agree	agree	neutral	disagree	strongly disagree	
Qualified exam	NET	4	12	4	4	4	28
	SLET	4	12	12	16	0	44
	Not cleared	4	20	28	56	20	128
Total		12	44	44	76	24	200

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	27.531[a]	8	.001
Likelihood Ratio	32.402	8	.000
Linear-by-Linear Association	18.385	1	.000
N of Valid Cases	200		

DISCUSSION:

From the above chi-square table significant value 0.001 is less than 0.05, null hypothesis rejected. It is inferred that there is significant relation between NET/SLET qualified candidate and their opinion about clearing those exams alone can determine a teacher's talent. Also their correlation coefficient is 0.304 positively correlated.

Weighted average method for clearing NET/SLET, it would be easy for fresh graduates when compared to others.Table-5

Level of agreement		Respondent(F)	Weight(W)	FW
Valid	strongly agree	72	1	72
	agree	44	2	88
	neutral	40	3	120
	disagree	20	4	80
	strongly disagree	24	5	120
	Total	200	15	470

Weighted Average   =   FW / F   =   470/200   =   2.4

INTERPRETATION:

It is reflect that majority of the respondent agree the statement that clearing NET/SLET, it would be easy for fresh graduates when compared to others.

ANOVA TABLE   Table-6

		Sum of Squares	df	Mean Square	F	Sig.
Reason	Between Groups	19.238	2	9.619	6.662	.002
	Within Groups	284.442	197	1.444		
	Total	303.680	199			
Hrs spend a day	Between Groups	6.170	2	3.085	1.966	.143
	Within Groups	309.110	197	1.569		
	Total	315.280	199			
Coaching classes attended	Between Groups	9.709	2	4.854	35.722	.000
	Within Groups	26.771	197	.136		
	Total	36.480	199			
clear the exam by luck	Between Groups	1.078	2	.539	.291	.747
	Within Groups	364.442	197	1.850		
	Total	365.520	199			

DISCUSSION

From the above table it is found that reason to appear NET/SLET exam (i.e.to update knowledge, to get qualified as per UGC norms, to get government job, to get salary hike) significant value 0.002 and coaching class attended significant value 0.000 are less than 0.05. So null hypothesis

rejected.Also inferred that reason to appear NET/SLET exam and coaching class attended are significantly noticed that those who are cleared the above said examination.

FINDINGS:

Majority of the respondents have not cleared NET/SLET test. The majority of the examples sense that clearing NET/SLET test is required to be an educator. By and large academicians' like to show up in the NET/SLET test for the accompanying reasons like to get compensation climb , to get qualified according to UGC standards , to land govt positions and to refresh information. Entire of the respondents happy with the schedule inclusion and length of the examination for the two tests. Majority of the respondents go through 1 to 3 hours to think about for the test every day. Doing bunch study will be assist full with clearing the test instead of oneself examination. They feel that SLET test is very simple than NET Exam. Larger part of the respondents two to five time s showed up for the SLET Exam starting today. And furthermore happy with the test arrangement materials accessible in the market. Foundation required any uncommon exertion to clear NET/SLET test. A portion of the instructive foundations just has required unique exertion to give bolster their resources to clear NET/SLET test by leading instructing classes in their premises, urging their workers to go to outside instructional courses for those tests.

Dominant part of the respondents have not gone to any instructing classes for NET/SLET Exam. Greater part of the respondents are disappointed with the time taken to announce the outcome and cut off stamp framework pursued by the two tests load up. Larger parts of the respondents are differing that clearing NET/SLET tests alone can decide an educator's ability. Majority of the respondents feels impartial that having NET/SLET capability is an imperative in landing position in the schools. The accompanying associations are tired after the standard of naming NET/SLET qualified hopeful govt schools, independent schools, private expressions and science school, esteemed colleges and self-designing universities. Dominant part of the respondents are differ that PhD holders likewise should qualify in the NET/SLET tests. With regards to readiness for NET/SLET test a large portion of the respondents do going to the test without arrangement, ultimately planning, assemble ponder, planning according to the schedule and going to instructing classes. Greater part of the respondents are concur that an applicant can clear the NET/SLET tests by negligible fortunes with no planning. They concur that NET test is extremely troublesome dependably than the SLET test. Greater part of the respondents are happy with the terms and states of directing the two tests. Dominant part of the respondents are concur that not clearing the NET/SLET tests makes a sincerely affect on the hopefuls. Larger part of the respondents are emphatically concur that it would be simple for crisp alumni to clear NET/SLET tests when contrasted with others.

Majority of the respondents feels that the NET/SLET test making a great deal of worry to the instructors. Majority of the respondents are unequivocally differing that an instructor's capacity can be guaranteed just through NET/SLET tests. Greater part of the respondents are suggesting summed up cut-off in NET/SLET tests as opposed to the station classification. Majority of the respondents are might want to have distinct kind of inquiries NET/SLET tests.

SUGGESTION

Eligibility exam preparation hours per day should be improved. Qualifying eligibility exams by not mere luck without any preparation. So the candidates may be join and prepare through coaching classes. Institutions also motivate and train the candidates those who are not clear this eligibility exams.

CONCLUSION:

Now a days NET/SLET qualification is mandatory for the college teachers as per the UGC norms. In this survey most of the respondent they agree the above statement. Teachers thinking those exams are not only qualification, it is a primary factor for getting salary hike. Preparation hours per day for these eligibility exams are very low. SLET is quite easy than NET. Whatever sufficient study materials for all the subjects are available in the market, but the teachers are preparing the exams at the last minute rush only. Not clearing these eligibility exams creates an emotionally impact on the candidates so they are getting lot of stress. Institutions are not taking any special effort to clear the NET/SLET exam for those who are not cleared.

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