

**IMPACT OF ATTITUDE OF TEACHERS TOWARDS THE GRADING
SYSTEM OF EVALUATION AT SECONDARY LEVEL
(A COMPARATIVE STUDY OF MALE AND FEMALE TEACHERS)**

Dr. Sanjay Kumar*

ABSTRACT

This is a survey research related to find the attitude of teacher towards grading system, the sample of this study consisted of 80 teaches selected randomly from the 5 schools of Delhi. The data collection is were collected the self made attitude scale the collected data were organized tabulated, analyzed and interpreted by using the statistical tools, such as percentage (%) and χ^2 –test was employed to find out the attitude. The result this study indicated the secondary level teachers had positive attitude to grading system of evaluation and accepted that grading system is helpful in reducing examination esters. as well as suicidal cases among students due to examination. However, grading system did not disliked it in comparison to making system.

Key words: *Attitude of teachers, Grading system, evaluation of secondary school. Male and female teachers.*

INTRODUCTION

Our system of exam is being attacked from all fronts. Ex-Union Education Minister Prof S. Narul Hasan admitted that our exam system has failed. He remarked that "The present system of exam has collapsed by its own weight". Some educators distinguish between grades and marks. Both imply a set of words and numbers to designate different level of performance such as A,B,C,D,E,F or numerals as 4,3,2,1.Reporting is the process by which these judgments are communicated to parents students and others.

A BRIEF HISTORY

Grading and reporting are relatively recent phenomena in education. In fact, prior to 1850, grading and reporting were virtually unknown in schools in the United States.

Throughout much of the nineteenth century most schools grouped students of all ages and backgrounds together with one teacher in one-room schoolhouses, and few students went beyond elementary studies. The teacher reported students' learning progress orally to parents, usually during visits to students homes.

As the number of students increased in the late 1800s, schools began to group students in grade levels according to their age, and new ideas about curriculum and teaching methods were tried. One of these new ideas was the use of formal progress evaluations of students' work, in which teachers wrote down the skills each student had mastered and those on which additional work was needed. This was done primarily for the students' benefit, since they were not permitted to move on to the next level until they demonstrated their mastery of the current one. It was also the earliest example of a narrative report card.

Purpose of the Study

The purpose of the impact of attitude of teachers towards the grading system of evaluation at secondary level.

Since the concept of CCE is new in India, there is a wide scope to explore this area. CBSE introduced Teachers Manual on Continuous and Comprehensive Evaluation that contains detailed guidelines on the methodology of evaluation, school based assessment,

*** Associate Professor, Department of Education, Meerut College, Meerut**

assessment of scholastic and co-scholastic areas, techniques and tools of evaluation and the implications for schools. In addition to this Manual, CBSE is also in the process of conducting training programs for principals and teachers of all schools affiliated to CBSE and it is hoped that the students, teachers, parents, principals and educational administrators will be involved in this collaborative venture. "Implementing CCE is a huge task as it involves changing the mind-set of teachers," as quoted by Ms. Veenu Gupta, Commissioner and State Project Director of Sarva Shiksha Abhiyan Since it is the first time that CBSE has introduced CCE in CBSE affiliated schools and has made quite a lot effort in its implementation in these schools. It is therefore pertinent to find out teachers' perception about such a scheme of Continuous and Comprehensive evaluation, the problem they face in the execution of CCE and if there are any suggestions they want to give in making CCE effective and fruitful. It is this concern that has led the present investigator to find out the ground realities of CCE in government schools.

Statement of the Problem:

Impact of attitude of teachers towards the grading system of Evaluation at secondary Level.

NEED OF THE STUDY

Reforms in the examination system are often recommended, sometimes discussed and rarely implemented. Introduction of grading system in assessment is one of such reforms which have undergone a painful journey. CBSE is on the threshold of replacing marks by grades for Class IX in 2010 and Class X board examination in 2011.

OBJECTIVE OF THE STUDY

The proposed study has been designed to achieve the following objectives :

- To compare the attitude of male and female teachers towards the grading system of evaluation at secondary level.

HYPOTHESIS OF THE STUDY

- There is a difference in attitude between the male and female teachers about the grading system of evaluation at secondary level.

DELIMITATIONS OF THE STUDY

Although the scope of the study is very wide but due to lack of time and other factors it is necessary to delimit and specify the area of the study. A sample of eighty teachers of Government secondary schools affiliated to CBSE will be selected randomly. The proposed study will be delimited to :

- The teachers of the secondary school only.
- Government secondary schools run by Delhi administration only.
- The school situated in East Delhi will be considered
- Only one psychological trait – attitude of teacher towards grading system.
- Govt. schools affiliated to CBSE Delhi.

RESEARCH METHODOLOGY

The first task of the investigation work is to select an appropriate research design. The main objective of the present study was to find out the attitude of the government school teachers towards grading system of evaluation concerning their experience, expectations, teaching competencies to deal with grading system and practical problems likely to be encountered by the teachers while executing grading system. To achieve this Normative survey method has been used in the present study.

POPULATION OF THE STUDY

Population means the entire mass of observation. This is the present group from which a sample is to be formed. The sample observations provide only an estimate of the population characteristics. The term 'Population' conveys a different meaning than a traditional one. In census survey, the count individual (men, women and children) is known as specific group. A population, but in research methodology population means the characteristics of a specific group. A population is any complete group of entities people school, teachers etc. Population for this study has been

define as the teachers in Secondary levels school at Delhi. It is very essential that research should define his population and enumerate its characteristics. Population for purpose of this has been defined as the teachers teaching in secondary schools of East Delhi.

Sample and Sampling Technique

As it was difficult to collect data form all of them therefore it was decided to draw a representative sample from this population of secondary school teachers. A sample of 2 teachers both male and female from secondary school were selected randomly.

Table 1 Showing male and female teacher taken from the total sample of teachers

S.No.	Name of Schools	Male Teachers	Female teachers	Total Sample of Teachers
1.	Sarvodaya Vidyalaya Jhilmil Colony	8	8	16
2	Govt. Girls Secondary School Vivek Vihar	8	8	16
3	Sarvodaya Vidyalaya Suraj Mal Vihar	8	8	16
4	Govt. Boys Secondary School Kiran Vihar	8	8	16
5	Hansraj Model School Dilshad Garden	8	8	16
	Total	40	40	80

TOOL USED

The basic requirement for any Educational or Psychological research is the availability of a reliable, valid and standardized tool. As the study is intended to measure the attitude of teachers to grading system of education at secondary level, the investigator needed an attitude scale to measure the attitude of teachers towards grading system of education at secondary level.

Self Made Attitude Scale:

Measurement of attitude is a highly technical process. Different Techniques are used for the measurement of attitude. "Single-question technique, observation of overt behaviour and interpretation of partially structured stimuli, etc. are the various procedures used to measure attitude"(Kuppuswamy, 1973). Attitude scales are used widely to measure attitude as they are considered as a basic technique to measure attitudes. An attitude scale is a total score indicating the direction and intensity of the individual's attitude towards a company, group of people, policy or other stimulus category" (Remmers, 1965). An attitude scale is the median of the scale value of the items with which one agrees.

Statistical Techniques Used:

According to the objective of the study the following statistical technique percentage (%) were used.

Analysis and interpretation of Data:

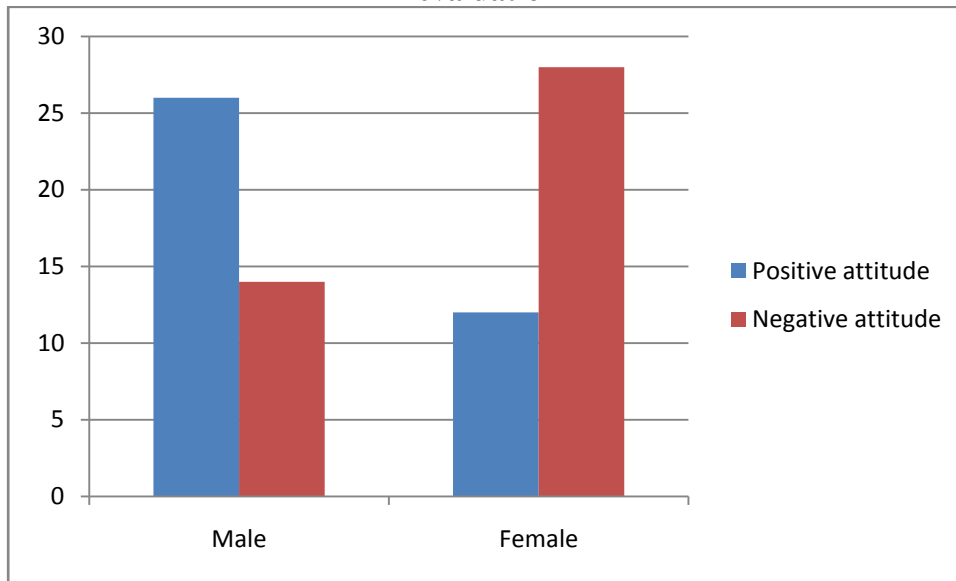
The ultimate purpose of research is to develop generalization by discovering relationship between variables through a systematic observation and description of he characteristics or properties of objects or events under consideration. Analysis and interpretation of data involve the desire to derive inherent meaning from the data on their relation to the problem. "Any data prior to analysis seem more chaotic than ordered" (Blaxter, 2002)

Table-2
Gender wise Attitude of Teachers Towards Grading System of evaluation

Gender	Positive Attitude	Negative Attitude	Total
Male	26	14	40
Female	12	28	40
Total	38	42	80

Figure 1

Graphically representations showing gender wise attitude of teachers to the grading system of evaluation



It is evident from the table 2 that 26 male teachers out of 40 have positive attitude towards the grading system of evaluation which is 65% of the total number of the male teachers while 14 male teachers out of 40 have negative attitude toward the grading system of evaluation from this table this is concluded that male teachers possess more positive attitude towards grading system of evaluation than their female counterpart. The below mentioned table 5 shows the percentage wise attitude of the male teachers to the grading system.

Table-3

Comparison of Male and Female teacher's percentage wise attitude to Grading System of evaluation at secondary level

Attitude	Male	Female
Positive	65%	30%
Negative	35%	70%

The percentage wise results obtained from the table 3 and the 4 are presented graphically in the table-5 which shows that inclination of male teacher's positive attitude towards the grading system of evaluation at the secondary level. The results obtained from the presented graphically which shows that inclination of female teacher's negative attitude towards the grading system of evaluation at the secondary level.

Figure-2

A graphical comparison of Male and Female teacher's percentage wise attitude to Grading System of evaluation at secondary level

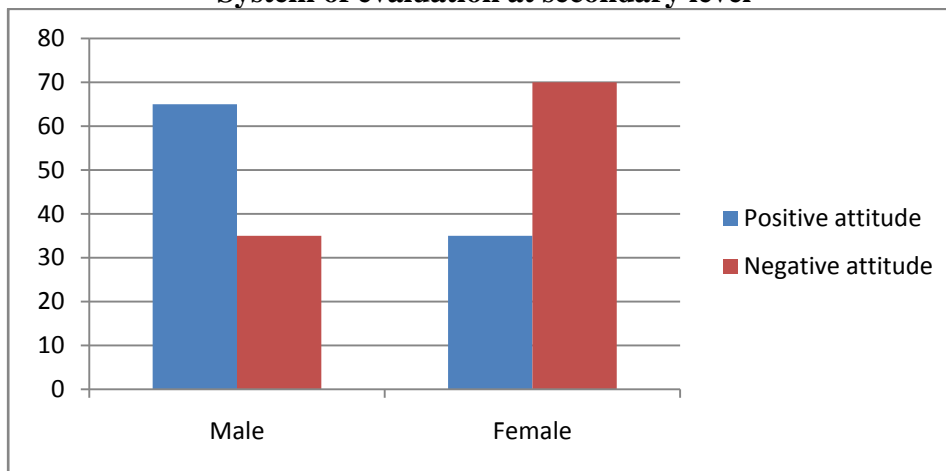
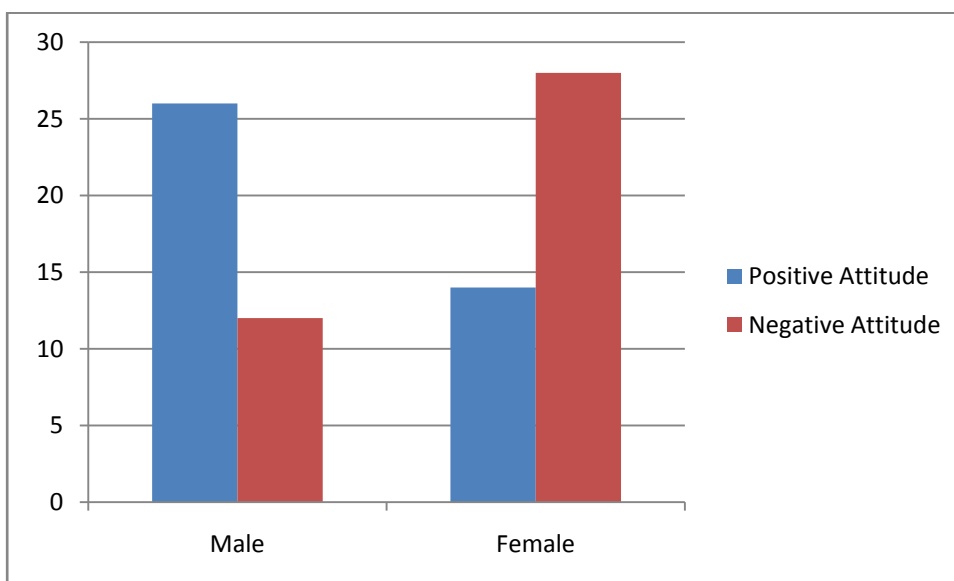


Table-4

Calculation of Chi-Square Value of Male and Female Teachers and Their Positive and Negative Attitude to Grading System of Evaluation.

Teachers	positive Attitude	Negative Attitude	Total
Male	26	14	40
Female	12	28	40
Total	38	42	80



Result

There is a difference in attitude between the male and female teachers about the grading system of evaluation at secondary level.

The majority of male teachers (65%) perceived Grading system as better evaluation system than previous evaluation system. While (35%) male teachers perceived that designing strategies regarding it.

Many female teachers favored semester system since it reduces their curriculum load. However, grading system did not get enough support of female teachers, as 70% female teachers disliked it in comparison to marking system.

DISCUSSION

The majority of male teachers (65%) perceived Grading System as better evaluation system than previous evaluation system. While (35%) male teachers perceived that Grading System is not student-friendly system of evaluation. About 70% female teachers had negative attitude to the grading system of evaluation. While (30%) had positive attitude to Grading system of evaluation and accepted that Grading System is helpful in reducing examination stress as well as suicidal cases among students due to examination. Some students also perceived Grading system as practicable. But three-fourth teachers expressed the adequate freedom to school in designing strategies regarding it. Many female teachers favoured semester system since it reduces their curriculum load. However, grading system did not get enough support of female teachers, as 70% female teachers disliked it in comparison to marking system.

CONCLUSION

The study reflects that all the Boards give high importance to evaluation and examination system. Though the evaluation system lays importance on examination in all the studied Boards but schools have included some additional forms of evaluation project work, reading and writing skills, participation in co-curricular activities, attitude and behaviours, etc. It is learnt from the field study that schools give major emphasis on written examination. CBSE emphasizes on home work, project work, unit test, cumulative examination, monthly test, half yearly, pre-board test and annual examination. It aims to promote national unity and integration through cross cultural learning. Students performance is assessed not only from the academic point of view but also in the context of overall or holistic development of the children.

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