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A STUDY OF TEACHERS' ATTITUDE TOWARDS NEW EVALUATION SYSTEM



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Introduction:-

In India education has ever been acquired an important place from the rise of civilization. After independence, when it was the main aim of our country to enable the youth to undertake the task of reconstruction in all walks of social life. It could be done only by education. Our government has attempted to elevate the standard of education so that it will be helpful in fulfilling the national objectives. For this several committees have been held. They had given several recommendations after observing the whole education system. The important one was to improve the examination system.

Our examination system had many drawbacks e.g. it only assess one aspect of personality i.e. scholastic area. Thus education has failed in achieving its main aim i.e. complete development of educand's personality, which include both the areas scholastic & co scholastic. This shortcoming has given rise to serious concern in the educational field in the last decades several educational experts analyzed the present education system & it was revealed that evaluation is the missing link in education system. Evaluation is the comprehensive form of examination. It includes the assessment of both the scholastic & co scholastic areas by adopting several techniques. Evaluation is the very basis of teaching learning process.

Keeping the importance of evaluation in view the concept of continuous & comprehensive evaluation had been embraced by our government in Policy on Education, 1986. It aimed at examination reform and qualitative improvement in the education system.

The concept of continuous & comprehensive education (CCE) has emphasized on learner focused evaluation rather than teacher focused. It aims at all-round development of the learner. It is called as continuous because it consists continuity & regularity of assessment during the whole session. Comprehensive evaluation means assessment of both the scholastic & co scholastic areas of personality. This CCE is multidimensional as it involves multiple techniques & different persons like teacher, pupil, peer group, parents, community etc. Thus it is helpful in achieving the desired standard of achievement through diagnosis & remediation.

U.P. government has introduced this concept of CCE at primary stage. The expectations to this system were to improve the achievement of the learner through diagnosing their difficulties & providing remedy according to their level. It also included the assessment of the contribution of teachers, supervisor & other educational workers in the development of teaching learning process along with evaluation. Thus on the basis of the gained results it will be possible to modify the teaching methods & advancement of text books.

This evaluation system has three bases evaluation on the basis of exercise work, on the basis of class test & on the basis of half yearly & annual exams. Performance in all the school subjects i.e. scholastic area is assessed through oral test, written test, project work & practical test. Assessment of co-scholastic area i.e. social personal qualities is done through observation & interview techniques. Co-curricular activities have also been included in the curriculum.

The reporting of this evaluation is done through grading. Principal & teachers of the primary schools are accountable for the implementation of this system. It is pertinent to collect data about the attitude of the teachers towards this system. The present work aimed at the study of the attitude of primary teachers towards this system.

Need & Significance of the Study:-

The true implementation of this evaluation system depends upon the active participation of the teachers. The performance of the teachers greatly depends upon their attitude. A positive attitude makes the work not only easier but more satisfying also & professionally rewarding. A negative attitude makes the teaching task harder tedious & unpleasant. So the knowledge of the attitude of the teachers will be helpful to the policy makers for the true implementation and to know the success of the system.

Review of the Related literature-

S.K. Sinha studied the attitude towards the present system of examination. The attitude of the teachers & guardian towards the academic evaluation & administrative aspect of the existing system of university examination. The relevance of some important factors like sex achievement level & authenticity which were supposed to influence the attitude of students towards the present examination system. R.S. Rao & M. Bharti (1989) studied about the continuous evaluation system in Kendriya Vidyalayas. Sarla Rajput & Mamta Agarwal (1998) conducted a study about the teachers awareness towards continuous evaluation. The objectives of the study were to find out whether the primary teachers are aware of this concept & to which extent they practice it in

their school. The findings of the study were that only public schools & Kendriya vidyalayas had given balanced weightage to all the three objectives i.e. knowledge, comprehension & expression as compared to rest of the schools. All private schools & one government school gave attention to higher mental abilities whether other schools tested only the students’ textual knowledge.

Objectives:-

This study had been carried out keeping following aims in view:-1. To study the attitude of para teachers & teachers towards this evaluation system. 2. To study the attitude of male & female teachers towards this evaluation system.

Hypotheses:-

Hypotheses of the study were presented in the null form. These are as following:- 1. There is no significant difference between the para teachers and teachers with respect to their attitude towards this evaluation system. 2. There is no significant difference between the male & female teachers with respect to their attitude towards this evaluation system.

Research Methodology:-

The survey method of investigation had been adopted. All the primary & junior district board schools of dadraul block of Shahjahanpur district constituted the population of the study. Sampling was done using stratified random sampling technique. The investigator had selected all the teachers of 20% of all the primary & junior schools. In the present study the investigator had used self made 5 point attitude scale. It consisted of 30 items. The data had been analyzed using nonparametric statistics.

Data Analysis Table

Hypothesis No.	Hyp. base	Number of teachers	Mean	S.D.	S.E. ‘t’	value
1	Para teachers	80	68	17.80	2.52	4.13
	Teachers	120	78.83	18.80	Rejected	Rejected
2	Male teachers	60	75.5	13.5	3.26	2.259
	Female teachers	60	68.16	21.4	Rejected	Rejected

Findings:-

On the basis of above table the findings had been established. There was a significant difference between para teachers & teachers with respect to their attitude towards this system. A remarkable difference had also been seen in the attitude of male & female teachers.

While conducting research the researcher had noticed some facts which were obstacles in the successful execution of the system. Among these facts the important one was the negative attitude of some teacher towards the system. The teachers, who had negative attitude, were totally unaware of the procedure of the system. The findings revealed that the Para teachers had less positive attitude towards this system than teachers. In fact the observation of the mean values shown that the teachers had more positive attitude towards this system than Para teachers. The para teachers were un trained for this system. They had not been trained that how to implement this system in the schools. They were

completely un aware about its various aspects. Most of the teachers had the view that the inclusion of co curricular activities and its evaluation in the curriculum is totally irrelevant. It is time taking and it affects the performance of the students in the school subjects. To make the teachers' attitude towards this system, it is needed that a proper training should be organized to the teachers. So that they can understand its various aspects & can provide their optimal performance in favour of it. It had also been found that there was a significant difference between male and female teachers with respect to their attitude towards this system. Observation of their mean values revealed that male teachers had more positive attitude than female teachers. The reason behind this was that the execution of this system needed to have mathematical skill, which is generally lacking in female teachers. So to ensure the active participation of female teachers it is needed that the procedure should be made somewhat easy to deal with.

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